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ABSTRACT

VISUAL AIDS DEVELOPED IN THE GERMAN PROGRAM OF THE EAST TEXAS STATE UNIVERSITY (COMMERCE) DEPARTMENT OF FOREIGN LANGUAGES AND USED WITH THE TEXTBOOKS "ACTIVE GERMAN, REVISED" AND "FOCUS ON GERMAN FOR INTERMEDIATES" ARE DESCRIBED, AND SUGGESTIONS ARE MADE FOR THEIR APPLICATION. EMPHASIS IS ON CLASSROOM USE OF DEMONSTRATION PANELS, OVERHEAD PROJECTOR TRANSPARENCIES, AND COMBINATIONS OF BOTH. AN ACCOMPANYING CHAPTER PROVIDES SPECIFIC EXAMPLES AND DIAGRAMS OF THESE MATERIALS. LESS EXTENSIVE CHAPTERS COVER DESCRIPTIVE OUTLINES OF THE TWO TYPES OF MATERIALS, GENERAL CONSIDERATIONS OF DESIGN AND METHOD, AND A STATEMENT OF GENERAL PURPOSES. (AF)

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VISUAL AIDS FOR GERMAN CLASSROOM INSTRUCTION

A Handbook for Teachers

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Foreign Languages

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FL 001 447

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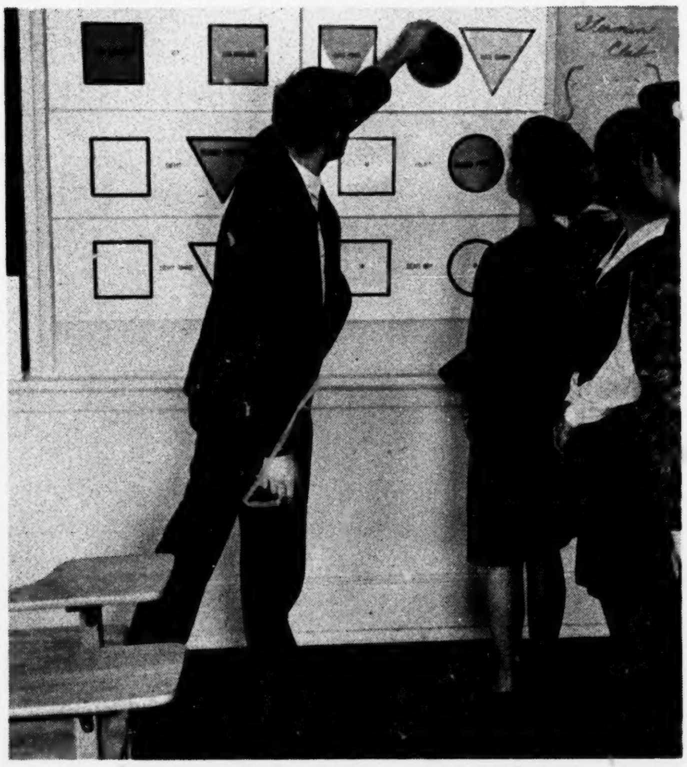

"Das Kind gibt dem Lehrer das Buch."

Demonstration Panels in Use at
East Texas State University.

* Preface

This handbook is designed to describe visual aid materials which have been developed in the German program of the ETSU Department of Foreign Languages. These visual aids have served as supplements to existing textbook material in classes and for review sessions and conferences. Both the demonstration panel type of visual aid and the overhead projector transparencies for pattern drill have been effective and in certain regards even spectacular in application. By making available a detailed description of the aids and suggestions for use, it is hoped that these techniques will be of benefit to students and teachers and that increased use will lead to further development and refinement of these materials and methods.

Since the particular materials described here have been used together with the textbooks ACTIVE GERMAN, REVISED[1] and FOCUS ON GERMAN FOR INTERMEDIATES[2], the vocabulary items involved were chosen to amplify work in these textbooks. The vocabulary range is nevertheless largely general and follows these books only to some degree in selection and arrangement. The vocabulary could be rearranged or revised to suit other materials. Each exercise is constructed with the basic grammatical topic in mind and thus the exercises are general in nature and not tied to a specific textbook. This handbook will indicate the considerations which played a role in devising the particular structure of a given exercise. Eventually a unified approach involving a textbook designed with these materials in mind would provide the most effective utilization.

Special credit is due the ETSU Department of Audio-Visual Education. The audio-visual staff, under the supervision of Dr. Robert L. Titus, Professor of Secondary and Higher Education, prepared the original models of the demonstration panels, as well as most of the overhead projector transparencies. Professor Titus gave advice and aid on a number of details regarding construction and design of these materials. The presence of a centralized audio-visual service on the ETSU campus was decidedly a factor in facilitating experimentation and development of new visual aids for German instruction. In addition to this the university provides a general environment in which the pursuit of better and more effective teaching methods is a regular and natural part of academic life. Thanks also go to the ETSU German students, who were both enthusiastic and patient.

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[1] W. P. Lehmann, Helmut Rehder and George Schulz-Behrend, Active German, Revised. New York: Holt, Rinehart and Winston, 1962.

[2] Leroy R. Shaw, Werner Winter and I. R. Shaw, Focus on German for Intermediates. New York: Harper and Row, 1965.

Credit must also go to Professors W. P. Lehmann, Helmut Rehder, L. R. Shaw (now at the University of Wisconsin-Milwaukee), A. L. Willson and others under whose supervision I began classroom teaching of German as a teaching assistant in the Department of Germanic Languages at the University of Texas in Austin. There amidst the implementation of certain methods and the development of others I gained appreciation of the aural-oral approach, the potential of pattern drill, and the function of a sound structural approach and of careful organization of presentation. Patterns, structure, aural-oral participation and effective organization are all important in the methods suggested in this handbook.

William J. Harvey

Commerce, Texas
December, 1967

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I * Statement of General Purposes

The general purposes of these visual aid materials are:

1. To supplement existing classroom, laboratory and textbook drills and exercises with alternative forms of practice.
2. To increase practice time by making possible rapid presentation of exercise forms. Time otherwise spent writing patterns or lists on the blackboard can be spent in practice.
3. To achieve practices which make a greater impression on the student. Overhead projector transparencies provide both a change (from blackboard or printed page) and usually increased visibility. Prepared visual aids are frequently more striking and easier to follow. The visual aids involving geometric shapes and interlocking pieces make structural concepts obvious to the student.
4. To provide a combination of written and spoken cues to extend the kinds of practice furnished on language laboratory tapes. Use of visual aids makes possible practices which are more complex than those practicable for tapes, yet less ambiguous and straining. A quick response in a complex situation is both feasible and effective. Visual and aural cues can occur simultaneously.

II * Descriptive Outline of Demonstration Panel Series

A. Sentence Structure and Case Requirements

PANELS (Sentences):

P-1	Subject / Verb / Predicate Noun
P-2	Subject / Verb / Direct Object
P-3	Direct Object / Verb / Subject
P-4	Subject / Verb / Preposition / Acc. Object
P-5	Subject / Verb / Indirect Object / Noun Dir. Obj.
P-6	Subject / Verb / Pronoun Dir. Obj. / Indirect Obj.
P-7	Subject / Verb / Dative Object
P-8	Subject / Verb / Preposition / Dat. Object
P-9	Subject / Verb / Preposition / Dat. or Acc. Obj.
P-10	Possessive Construction (Genitive)

PANELS (Relative Clauses):

R-1	Relative Pronoun as Subject in Clause
R-2	Relative Pronoun as Direct Object in Clause
R-3	Relative Pronoun as Dative Object in Clause
R-4	Relative Pronoun as Possessive in Clause

INSERT PIECES:

Set 1 - Nouns. Masculine, feminine and neuter nouns in all four cases with definite article. Plural nouns with definite article. Masculine noun with possessive "ein"-word.

Set 2 - Personal Pronouns. Masculine, feminine, neuter and plural.

Set 3 - Vocabulary for Demonstration of Prepositions with Dative or Accusative ("Two-way" Prepositions), for Use with Panel P-9.

Set 4 - Relative Pronouns. Masculine, feminine, neuter and plural.

B. Word Order and Subject-Verb Agreement

PANELS:

W-1 Basic Word Order (Grundstellung). (1a-1b-2-3.) Subject / Finite Verb / Complement / Participle or Infinitive

W-2 Inverted Word Order (Umstellung). (2-1b-1a-2-3-q.) Possible Element / Finite Verb / Complement / Participle or Infinitive / Possible Question Mark (Three lines for 1st person singular, 3rd person singular and 1st or 3rd person plural.)

W-3 Dependent Word Order (Endstellung). (Conj-1a-2-3-1b.) "Ich weiss, dass..." / Subject / Complement / Participle or Infinitive / Finite Verb. (Three lines.)

W-4 Dependent Word Order with Double Infinitive Construction. (Conj.-1a-2-1b-4.) (Two lines for 3rd person singular and 1st or 3rd person plural.)

W-5 Subject-Verb Agreement, Complete. (1a-1b.) Subject/ Finite Verb (Six lines for 1st person singular, 2nd person singular, 3rd person singular, 1st person plural, 2nd person plural and 3rd person plural.)

INSERT PIECES:

Set 5 - Subjects, Interlocking. (Nouns and pronouns. masculine, feminine, neuter and plural. 1st and 3rd persons, singular and plural.) (1a.)

Set 6 - Finite Verbs, Interlocking. (Auxiliaries, transitives, intransitives requiring "sein", weak, strong, verbs with inseparable prefixes.) (1b.)

Set 7 - Complements. (Objects, adverbs, negatives, interrogatives.) (2.)

Set 8 - Participles, Infinitive Fillers, Separable Prefixes. (3,3f.) Question Mark. (q.)

Set 9 - 2nd Person Verb Forms. Interlocking. (2nd person singular and 2nd person plural forms of most verbs in Set 6. Representative types. For use with panel W-5.) (1b.)

III * Descriptive Outline of Overhead Projector Transparency Series

A. Exercises Primarily Concerned with Sentence Structure and Idiomatic Constructions

S-1 Identification of Subject.

S-2 Adverbs and Separable Prefixes

S-3 Dative Constructions, Idioms.

S-4 Impersonal Constructions and Constructions with "es". Idioms,

S-5 Reflexive Constructions, Elementary Level. Idioms,

S-6 Reflexive Constructions, Intermediate Level, Idioms.

S-7 Basic Types of Word Order.

B. Exercises Primarily Concerned with Case Usage and Function

C-1 Case Variation. N/A/D/G-Persons-Singular.

C-2 Case Variation. N/A/D/G-Things-Singular.

C-3 Case Variation. N/A/D/G-Persons-Plural.

C-4 Case Variation. N/A/D/G-Things-Singular.

C-5 Prepositional Phrases, Random.

C-6 Objects as the First Element in the Sentence.

C-7 Adjective Endings, Substantivized Adjectives, Adjectives with Noun Understood, Pronominal Constructions, Various Pronouns. With Overlays.

C. Exercises Primarily Concerned with the Characteristics of Dependent Clauses and Constructions

D-1 Relative Clauses, Variation in Antecedent.

D-2 Relative Clauses, Variation in Relative Pronoun.

D-3 Coordinating and Subordinating Conjunctions.

D-4 Relative Clauses and Dependent Word Order. Auxiliaries in Final Position.

D-5 Relative Clauses and Dependent Word Order. Dependent Participles.

D-6 Conditional Sentences.

D-7 Infinitives with "zu". With Overlay.

D. Exercises Primarily Concerned with Verb Practice.

V-1 Weak Verbs.

V-2 Strong Verbs.

V-3 Strong Verbs, Continued.

V-4 Verbs, Various Types.

V-5 Verbs, Various Types, Continued.

V-6 Verbs, Passive Constructions.

V-7 Modal Auxiliaries. With Overlays.

E. Adaptations of Demonstration Panels

OP-1 Subject / Verb / Predicate Noun

OP-2 Subject / Verb / Direct Object

OP-3 Direct Object / Verb / Subject

OP-4	Subject / Verb / Preposition / Acc. Object
OP-5	Subject / Verb / Indirect Object / Noun Dir. Obj.
OP-6	Subject / Verb / Pronoun Dir. Obj. / Indirect Obj.
OP-7	Subject / Verb / Dative Object
OP-8	Subject / Verb / Preposition / Dative Object
OP-9	Subject / Verb / Preposition / Dat. or Acc. Obj.
OP-10	Possessive Construction (Genitive)
OP-11 - OP-16	Noun Vocabulary. Masculine, Feminine, Neuter and Plural Nouns. Overlays.
OP-17 - OP-20	Personal Pronoun Vocabulary. Masculine, Feminine, Neuter and Plural Pronouns. Overlays.
OP-21 - OP-24	Vocabulary for Demonstration of Prepositions with Dative or Accusative. Overlays.
OP-25 - OP-28	Masculine, Feminine, Neuter and Plural Characteristic Endings. Overlays.
OP-29 - OP-32	Comparisons of Masculine Nominative Forms, Feminine Nom.-Acc. Forms, Neuter Nom.-Acc. Forms, and Masculine Accusative Forms. Noun with Definite Article, "der"-Word, Indefinite Article and "ein"-Word. Overlays.
OP-33	Comparison of "der" and "den" as Articles,
OR-1	Relative Pronoun as Subject in Clause
OR-2	Relative Pronoun as Direct Object in Clause
OR-3	Relative Pronoun as Dative Object in Clause
OR-4	Relative Pronoun as Possessive in Clause
OR-5	Vocabulary of Nominative Relative Pronouns. Overlay.
OR-6	Vocabulary of Accusative Relative Pronouns. Overlay.
OR-7	Vocabulary of Dative Relative Pronouns. Overlay.
OR-8	Vocabulary of Genitive Relative Pronouns. Overlay.

IV * General Considerations of Design and Method

1.1 The visual aid materials described here are designed to supplement the materials already available to the teacher and student: (a) textbook, (b) language laboratory, tapes and accompanying manual, (c) oral classroom exercises and conversation, (d) classroom blackboard work, and (e) written exercises and quizzes.

1.2 These visual aids are designed to take advantage of the possibilities offered by (a) geometric shapes, pieces and constructions and combinations of physical shapes and pieces and by (b) organized visual material which is arranged for optimum effect and which provides visual cues for exercises.

2.1 Shape materials (demonstration panels) aid in concept formation. They enable the student to grasp the features of structure, the available alternatives, the requirements of particular structural configurations, the arrangement of elements, and to do so in the most striking fashion. The insert piece has the advantage over the printed word on a page that the student can see precisely the limits of its extent and effect. The student sees a particular inflected form of a word as a separate entity. He also sees readily certain conditions which affect its use. The student can clarify principles of structure which otherwise at worst prevent success, or at least may be a continuing hindrance, due to incomplete understanding. He can learn to associate inflectional shape with function in a graphic manner. During a normal sequence of four courses a student may approach grammatical cases a number of times and may achieve only fragmentary understanding of the concepts and details each time. At each instance of reacquaintance the student is barely better off than if he were approaching new material. Thus frequently, by normal methods, the student must simply relearn the case forms and relationships, a situation which indicates an inefficient process. Formation and reinforcement of concepts aided by visual materials give the student a more easily remembered foundation for retention and review. With confidence in his grasp of the role and significance of grammatical case inflection, the student can approach speaking, reading and writing skills with less confusion and frustration.

2.2 Demonstration panels and insert pieces are not sufficient by themselves, but are effective together with drills, oral and written exercises, conversational practice and normal material. They are essentially a device for presentation, introductory practice, reinforcement of principles and easily accomplished review.

3.1 Overhead transparency drill materials provide additional possibilities for drills and practices. They are particularly valuable in achieving (a) rapid drills with close class attention and minimum delays in applying patterns, (b) drills of greater complexity than those practicable for the language laboratory and (c) drills benefiting from simultaneous juxtaposition of cues, such as drills involving idiomatic expressions, constructions or equivalents.

3.2 Repeated drills aid in vocabulary mastery. Many drills constantly reinforce the association of a given German vocabulary item with its English equivalent. Certain kinds of exercises elicit vocabulary knowledge. An attempt should be made to include all possible vocabulary at the level at which the exercise is introduced.

3.3 Multiple reinforcement. Most exercises, while pursuing one or two main points, serve to reinforce a number of others. This is important in obtaining maximum results from the time spent with these exercises. Such reinforcement of a given item occurs where it is not the varying element in the exercise. For example, many exercises serve as vocabulary practice, as mentioned above; exercises treating relative pronouns and antecedents demonstrate dependent verb structure; exercises treating relative clause verb structure demonstrate relative pronouns. An effective procedure for lists is the placing of various odd items in lists at points where they will not distract unduly from the progress of the exercise: weak nouns, verbs requiring "sein" as an auxiliary, verbs with particular stems, verb grouping to emphasize particular requirements as to complements (transitive verbs, intransitive verbs, verbs requiring a dative of person, verbs requiring a double object, etc.),

3.4 Transitional sequence of individual exercise. The exercise should be constructed as a transitional sequence when a principle of structure is being shown to extend beyond obvious cases to essentially idiomatic constructions or expressions. The exercise should begin with examples which are completely literal in translation, which is usually possible with languages as closely related as German and English. Idiomatic material should be arranged in order of difficulty or of structural subgroupings so as to attain minimal dstraction from the principal point of the exercises. Cf. exercises S-1, S-2, S-3, S-4, S-5 and S-6.

3.5 Random sequence of individual exercise. Random arrangement is important within the groupings of list exercises, such as verb lists, noun lists (gender). Sometimes an arrangement according to difficulty will supply some desirable modification of an otherwise random arrangement. There should be careful selection of random variable items; for example the requirement of the auxiliary "sein" is indicated on the first verb lists (V-1, V-2 and V-3), but is part of the random arrangement on later lists (V-4 and part of V-5). The indication of "sein" is reinstated on one part of exercise V-5 because of the complexity of the particular grouping and the need for the student to be vividly aware that items with considerably different structure can serve basically the same function. Similar selectivity accounts for the marking of irregular or weak nouns in otherwise random lists. Some grouping according to principle parts characteristics affects otherwise random grouping of strong verbs, especially in exercise V-2.

3.6 Transitional sequence of overall use. Recommended sequence of application: (a) Simplest list or transitional exercise. Exercises with greatest degree of predictability. (b) More complex lists or random exercises. For example, basic exercises with a high degree and predictability, such as C-1, C-2, C-3 and C-4, should be extended in function by exercises with random arrangement of items, such as exercise C-5. Even longer lists, such as V-1 (weak verbs), acquire some predictability after repeated use, and should be supplemented by random lists, such as V-4 and V-5. (c) Review and combination. Most demanding drills and practices. (d) Exercises requiring a written response, first item by item, then a number of items without interruption. (e) Written exercises and quizzes without visual aid material, but designed to elicit responses consistent with those practiced.

3.7 Intonation. Certain exercises will lend themselves to demonstration or practice of intonation patterns: (a) Adverbs and separable prefixes - similarity in simple tenses, contrast in compound tenses. (b) Inverted subject (S-1) - demonstrative intonation. (c) Verb practices - interrogative intonation. (d) Relative clauses and dependent clauses - flow and rhythm of entire sentence including a dependent clause. (e) Double infinitive in verb practice; passive constructions - dependent material in the verb phrase as a unit.

(f) Case form practice (C-1, C-2, C-3, C-4 and some items of C-7) - normal stress of noun in contrast to stress of "dieser" or stress of the verb with a pronoun.

3.8 Idiomatic patterns. These materials can be used effectively to demonstrate and make the student thoroughly familiar with idiomatic constructions which otherwise remain mysterious or difficult out of proportion to other material. (a) Actual verb tense equivalents according to meaning rather than structural equivalents, e.g. German simple present = English present continuous, German interrogative simple present = English interrogative present emphatic or continuous, German simple past = English past continuous, German present perfect = English simple past or past emphatic. (b) Subjunctive equivalents. (c) Negative and interrogative equivalents (need of compound verb in English). (d) Reflexives with English intransitive state or activity meaning. (e) Omission of relative pronoun object in English in contrast to obligatory use of pronoun in German. (f) Modal and double infinitive equivalents (has to, wants to, is able to, is supposed to, is permitted to, etc.).

3.9 Many exercises can be extended beyond the exact substitution suggested by the form by use of near variation. For example, the "von ihm" in the passive exercise V-6 can be varied; the sentence forms in V-1, V-2 etc. can be rephrased as questions simply by uttering the cue as a question after the student is already familar with the exercise in its original form and has been instructed as to what response is expected of him.

3.10 Students should begin exercise with minimum possible instructions so that explanations come (a) upon request by a student after the exercise has started, or (b) after conclusion of the exercise. Thus explanations, if needed, can occur after all the students have had some experience with the construction under consideration.

3.11 Certain topics not treated specifically in the structure of any particular exercise can be treated by application of one or more exercises. For example, C-1, C-2 etc. can be used to practice adjective endings, Many verb practices, especially those with complete sentences, such as S-1, S-2, S-3 etc. can be used for practicing indirect statement forms. The verb lists V-1, V-2, V-3, V-4, V-5 and V-6 can be used for practice of contrary-to-fact subjunctive forms.

4.1 Transparencies can be extended in function by (a) pointers, (b) masking materials and (c) overlays. Some exercises, e.g. D-5, incorporate overlays.

4.2 Use of a pointer. A pointer (such as a pencil or pen) is effective in maintaining attention by indicating exactly where the teacher expects the students to focus and by adding motion to the material on the transparency. The pointer can be stopped to emphasize where a student has made a mistake or to encourage the student to begin again, reinforcing spoken instructions. The pointer can be of special value in indicating the features of word order, as in D-1, D-4 etc. In some exercises the teacher can follow along with the pointer when requesting a translation from a student, but can slightly anticipate the student's move to ensure the accurate response at a problematical point, e.g. the necessity to move directly from the subject to the finite verb in translating relative clauses, or the necessity to move directly from the finite verb to the dependent verb part(s) in most verb phrase translation. As another example, when translation is requested on S-1 the teacher can place the pointer on the article of the inverted subject. By stressing points of word order which are unexpected according to the student's habits in English or by stressing habits of anticipation which the student needs to acquire, certain transparency exercises can be made much more effective. On exercise S-7 the teacher can read a correct version of one of the sentences while pointing out the appropriate elements in the example at the top. The teacher can point out an omitted word, such as the complement "es" or "ihm" on exercise V-1, if the student should fail to include it.

4.3 Masking pieces of cardboard or paper can be used effectively with lists. The reduce distraction and help to keep the class attention concentrated on the item at hand. They also can be used to prevent students from working on the next item beforehand and thus aid in eliciting a more spontaneous result. A pointer may be used with the first verb lists (V-1, V-2, V-3) until the students are familiar with the list; then a masking piece is more effective. A masking piece can also remove part of the material when students are advanced enough, such as the case indications for preposition on C-5. Simple masking pieces can also be used to prompt faster work when the transparency lists are being used for written drill or quiz purposes. In such cases the masking piece can be moved down from the top of the list.

4.4 For some exercises a selective masking piece, which allows certain material to be shown through a slot, makes possible the use of overlay material. By such methods a variety of quick combinations becomes possible. The slot may be large enough for only a single line, as is the case with exercise C-6, or large enough to show geometric shapes, as is the case with the transparency adaptations of the demonstration panels CP-1 - CP-10 and R-1 - R-4. The transparencies themselves are not masked, in order that they may be placed over one another for purposes of comparison. Selective masks prevent confusion by removing from view alternate material above and below the element under consideration.

4.5 Overlays. Overlays increase the ability of the instructor to vary certain visual items in using a given exercise. Some overlays are simply laid over the basic context and they then remain in a set position; such overlays provide all necessary items in the proper positions, as in D-4a and D-5a. To make a change, another overlay is required. Other overlays require the use of selective masks, but may be moved up and down to supply a variety of forms, as in C-7a and D-7a. In some exercises the overlay may be used as the basic context and the basic context as the overlay, to vary the exercises, as in D-7 and D-7a.

V * Specific Suggested Methods of Application in the Classroom

This section contains suggestions for classroom use of the demonstration panels and overhead projector transparencies. The demonstration panels will be discussed first (Demonstrations 1-21), then the overhead projector transparencies (Exercises S-1 - S-7, C-1 - C-7, D-1 - D-7, V-1 - V-7), and finally combination of the two techniques. Examples of the panels and transparencies can be found in the following section entitled "Specific Examples and Diagrams of Visual Aid Materials."

DEMONSTRATION PANELS

The demonstration panels are designed (a) to present the basic concepts of inflection and their relation to sentence structure, (b) to provide typical sample sentences in which the structural components can be clearly distinguished, (c) to show basic permutations, and (d) to review inflectional changes. Of course, a given demonstration can be extended, rearranged or abbreviated by the teacher to suit the needs, questions, difficulties and time requirements of a particular class. Once the various principles of inflection and sentence structure have been introduced, the panels or inserts or both may be called upon at will to support any regular exercise, especially if one or more students seem to have lost sight of the function of inflection in any important way. Such use cuts down on the need to backtrack during exercises and only enhances the general effectiveness of these visual aids in keeping the students' grasp of inflectional usage clear and intact. If possible, it is suggested that the panels be mounted in the classroom. A large bulletin board or blank wall space with room for a bulletin board may serve in this regard. Otherwise the panels may be held before the class as would be done in the use of pictures or maps. Sometimes, if a large desk or table is available, the panels may be laid flat with the students assembled around the table. This procedure may also be followed when comparing various insert pieces.

The following symbols are used with regard to the use of the demonstration panels:

* Sentence constructed in panel with inserts

+ Inserts shown together and compared outside of panel(s)

/ Panels compared without inserts

# Inserts compared by arranging them on a flat surface with the class around, or by approximating such an arrangement by holding them up in front of the class

The panel to be used for one or more constructed sentences is indicated in parentheses. The actual text of the contructed sentence appears in capital letters, as:

ER SIEHT DAS BUCH

When additional material is to be spoken in conjunction with the presentation of a constructed sentence in a panel, this material is not capitalized:

Er sieht das Kind,	DESSEN BUCH WIR HABEN
(Material spoken only)	(Panel material, shown and read)

The student hears: "Er sieht das Kind, dessen Buch wir haben," and sees on the panel: DESSEN BUCH WIR HABEN.

The insert vocabulary is indicated by giving the noun or pronoun and with it, in parentheses, the case forms needed, or, in the case of verb demonstrations, the verb vocabulary sets. (-m,-f,-n mark gender; -pl, plural.)

DEMONSTRATION 1

Panels: P-1, P-2

Inserts:			
	MANN (N, A)	BUCH (NA)	ER (N, A)
	LEHRER (N, A)	KIND (NA)	SIE-f (NA)
	FRAU (NA)		ES (NA)

Explanation: 1. Form = Function. Word shape (spoken or written) is reinforced by the physical shape of the insert piece.

+ DER MANN, DEN MANN

2. Here is a German sentence which requires a nominative form on both sides of the verb:

* DER MANN IST DER LEHRER (P-1)

DEMONSTRATION 1 (Continued)

3. Here is a German sentence which requires a nominative subject, but a different form, accusative, for the object:

* DER MANN SIEHT DEN LEHRER (P-2)

4. Feminine and neuter words have a single shape which can serve as subject or object and can fit either a situation calling for a nominative or a situation calling for an accusative. (The term "shape" here refers to the entire inflected expression of article and noun, since in German there is some inflection of the noun, as well as inflection of the article.)

* DER MANN SIEHT DIE FRAU (P-2)

* DIE FRAU SIEHT DEN MANN

* DER MANN SIEHT DAS KIND

* DAS KIND SIEHT DEN MANN

5. Masculine nouns have a different shape as direct objects; feminine and neuter nouns do not. Pronouns are used in the same way:

* ER SIEHT DIE FRAU (P-2) But:

* DIE FRAU SIEHT IHN

* SIE SIEHT DAS KIND And also:

* DAS KIND SIEHT SIE

* ES SIEHT DIE FRAU And also:

* DIE FRAU SIEHT ES

6. Articles and pronouns resemble each other in speech and writing:

+ DER MANN, ER

+ DEN MANN, IHN

+ DIE FRAU, SIE

+ DAS KIND, ES

7. Nominative forms are as follows:

+ DER MANN, DIE FRAU, DAS KIND

* DER MANN SIEHT DAS BUCH (P-2)

* DIE FRAU SIEHT DAS BUCH (P-2)

* DAS KIND SIEHT DAS BUCH

8. And the pronouns are like this in the nominative case:

+ ER, SIE, ES

* ER SIEHT DAS BUCH (P-2)

* SIE SIEHT DAS BUCH

* ES SIEHT DAS BUCH

9. Accusative forms for nouns and pronouns are as follows:

+ DEN MANN, DIE FRAU, DAS KIND

+ IHN, SIE, ES

* DER LEHRER SIEHT DEN MANN (P-2)

* DER LEHRER SIEHT IHN

* DER LEHRER SIEHT DIE FRAU

* DER LEHRER SIEHT SIE

* DER LEHRER SIEHT DAS KIND

* DER LEHRER SIEHT ES

- - - - -

DEMONSTRATION 2

Panels: P-2, P-3

Inserts: MANN (N, A) LEHRER (N, A) FRAU (NA)

Explanation: 1. Form is more important than position. Request translation of the following:

* DER MANN SIEHT DEN LEHRER (P-2)

2. Request translation of the following:

* DEN LEHRER SIEHT DER MANN (P-3)

3. Notice that these two sentences have the same meaning. In German it is possible to place the direct object in front of the verb and the subject after the verb. Request translation of the following:

* DER MANN SIEHT DIE FRAU (P-2)

DEMONSTRATION 2 (Continued)

* DIE FRAU SIEHT DER MANN (P-3)

* DIE FRAU SIEHT DEN MANN (P-2)

* DEN MANN SIEHT DIE FRAU (P-3)

- - - - -

DEMONSTRATION 3

Panels: P-2, P-4

Inserts:			
	MANN (N, A)	FRAU (NA)	ER (N, A)
	LEHRER (N, A)	KIND (NA)	SIE-f (NA)

Explanation: 1. The same form that is required as a direct object (accusative) is also required after certain prepositions. Compare:

* DER LEHRER SIEHT DEN MANN (P-2)

* DER LEHRER GEHT OHNE DEN MANN (P-4)

* DER LEHRER SIEHT DIE FRAU (P-2)

* DER LEHRER GEHT OHNE DIE FRAU (P-4)

* DER LEHRER SIEHT DAS KIND (P-2)

* DER LEHRER GEHT OHNE DAS KIND (P-4)

2. This is also true of the pronouns. Request translation:

* DER LEHRER SIEHT IHN (P-2)

* DER LEHRER GEHT OHNE IHN (P-4)

* DER LEHRER SIEHT SIE (P-2)

* DER LEHRER GEHT OHNE SIE (P-4)

3. What is true for "ohne" is also true for the following German prepositions: durch, für, gegen, um. All these prepositions require the accusative case.

4. Where can the nominative shape be used (i.e. DER MANN)? As a subject or predicate nominative. Where can the accusative shape be used (i.e. DEN MANN)? As a direct object or as object of certain prepositions. Where can a nominative-accusative shape be used (i.e. DIE FRAU)? In any of the situations we have studied so far.

DEMONSTRATION 4

Panels: P-2, P-5, P-7, P-1

Inserts: MANN (N, A, D)
LEHRER (N, A, D)
FRAU (NA, DG)
KIND (NA, D)
BUCH (NA, D)
ER (N, A, D)
SIE-f (NA, D)
ES (NA, D)

Explanation: 1. Review sentence requiring a direct object:

* DER LEHRER SIEHT DEN MANN (P-2)

2. Some sentences also require an indirect object, which has a special form:

* DER LEHRER GIBT DEM MANN DAS BUCH (P-5)

3. These forms are characterized (in the singular) by the endings -m and -r:

* DER LEHRER GIBT DEM KIND DAS BUCH (P-5)

* DER LEHRER GIBT DER FRAU DAS BUCH

4. The pronouns have similar forms:

* DER MANN GIBT IHM-m DAS BUCH (P-5)

* DER MANN GIBT IHR DAS BUCH

* DER MANN GIBT IHM-n DAS BUCH

+ DEM MANN, IHM-m

+ DER FRAU, IHR

+ DEM KIND, IHM-n

5. In some sentences a form identical to the indirect object is required simply by the particular verb. "Helfen" is such a verb, requiring a dative form:

* DER LEHRER HILFT DEM MANN (P-7)

* DER LEHRER HILFT DER FRAU

* DER LEHRER HILFT DEM KIND

* DER LEHRER HILFT IHM-m

* DER LEHRER HILFT IHR

* DER LEHRER HILFT IHM-n

6. We have no way to anticipate this from English. In English, both "He sees the man" and "He

DEMONSTRATION 4 (Continued)

helps the man" have the same structure. As we can see here, the requirement of a German sentence using "sieht" is much different from the requirement of one using "hilft:"

/ P-2, P-7

7. Notice the difference between these three sentences which all have the structure Noun/Verb/Noun. One requires a nominative on both sides of the verb, one requires an accusative direct object, and one requires a dative object:

/ P-1, P-2, P-7

8. Compare:

* DER MANN IST DER LEHRER (P-1)

* DER MANN SIEHT DEN LEHRER (P-2)

* DER MANN HILFT DEM LEHRER (P-3)

- - - - -

DEMONSTRATION 5

No Panels.

Inserts:	MANN (N, A, D)	ER (N, A, D)
	FRAU (NA, DG)	SIE-f (NA, D)
	KIND (NA, D)	ES (NA, D)
	LEUTE (NA, D)	SIE-pl (NA, D)

Explanation: 1. The plural forms look like this for all genders:

+ DIE LEUTE, DEN LEUTEN

2. And the plural pronouns look like this:

+ SIE-pl, IHNEN

3. The nouns (together with their articles) can be replaced by the pronouns. Here are the noun forms:

#	DER MANN	DIE FRAU	DAS KIND	DIE LEUTE
	DEN MANN			
	DEM MANN	DER FRAU	DEM KIND	DEN LEUTEN

DEMONSTRATION 5 (Continued)

4. Cover with the pronoun forms, one by one, to arrive at the following:

#	ER			
		SIE-f	ES	SIE-pl
	IHN			
	IHM-m	IHR	IHM-n	IHNEN

5. Notice two applications of the article "der." "Der" signifies a subject for a masculine noun, a dative object for a feminine noun:

+ DER MANN, DER FRAU

6. Notice two applications of the article "den." "Den" signifies a direct object for a masculine noun, a dative object in the plural:

+ DEN MANN, DEN LEUTEN

7. Give translations for the following feminine and plural pronoun forms. Keep in mind that the pronouns make changes in form similarly as the articles do (hold insert, give sentence orally):

+ DIE FRAU kommt.

+ SIE kommt. (She...) And:

+ Er sieht DIE FRAU. (same form)

+ Er sieht SIE. (But translate as "her")

+ Er hilft DER FRAU.

+ Er hilft IHR.

8. Similarly with the plural:

+ DIE LEUTE kommen.

+ SIE kommen. (They...)

+ Er sieht DIE LEUTE.

+ Er sieht SIE. (...them.)

+ Er hilft DEN LEUTEN.

+ Er hilft IHNEN.

DEMONSTRATION 5 (Continued)

9. Notice that "her" can be the translation of "SIE" (acc.) or "IHR" (dat.), and that "them" can be the translation of "SIE" (acc.) or "IHNEN" (dat.).

+ SIE-f, IHR

+ SIE-pl, IHNEN

- - - - -

DEMONSTRATION 6

Panels: P-2, P-4, P-7, P-8

Inserts:		
	MANN (A, D)	ER (N, A, D)
	FRAU (NA, DG)	SIE-f (NA, D)
	KIND (NA, D)	SIE-pl (NA, D)
	LEUTE (NA, D)	

Explanation: 1. Review:

* ER SIEHT DEN MANN (P-2)

* ER GEHT OHNE DEN MANN (P-4)

2. Similarly, the same form used as a dative object or indirect object is also required after certain prepositions:

* ER HILFT DEM MANN (P-7)

* ER GEHT MIT DEM MANN (P-8)

3. These prepositions automatically determine the form of nouns used with them. The requirement of the preposition "mit" is much different from the requirement of the preposition "ohne."

/ P-4, P-8

* ER GEHT OHNE DEN MANN (P-4)

* ER GEHT MIT DEM MANN (P-8)

* ER GEHT OHNE DIE FRAU (P-4)

* ER GEHT MIT DER FRAU (P-8)

* ER GEHT OHNE DAS KIND (P-4)

* ER GEHT MIT DEM KIND (P-8)

* ER GEHT OHNE DIE LEUTE (P-4)

DEMONSTRATION 6 (Continued)

* ER GEHT MIT DEN LEUTEN (P-8)

4. Pronouns:

* ER GEHT OHNE IHN (P-4)

* ER GEHT MIT IHM (P-8)

* ER GEHT OHNE SIE-f (P-4)

* ER GEHT MIT IHR (P-8)

* ER GEHT OHNE SIE-pl (P-4)

* ER GEHT MIT IHNEN (P-8)

5. What is true for "mit" is also true for the following pronouns: aus, bei, nach, seit, von zu. Review: Where can a nominative form be used (i.e. DER MANN)? Where can an accusative form be used (i.e. DEN MANN)? Where can a nominative-accusative form be used (i.e. DIE FRAU)? Where can a dative form be used (i.e. DEM MANN)?

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DEMONSTRATION 7

Panels: P-5, P-6

Inserts:
LEHRER (N)
MANN (D)
FRAU (DG)
KIND (D)
ER (D)
SIE-f (D)
ES (NA, D)
SIE-pl (D)

Explanation: 1. The order of direct and indirect object varies depending on whether the direct object is a noun (see P-5) or a pronoun (see P-6):

/ P-5, P-6

2. If the direct object is a noun, this arrangement is used:

* DER LEHRER GIBT DEM MANN DAS BUCH (P-5)

* DER LEHRER GIBT DER FRAU DAS BUCH

* DER LEHRER GIBT DEM KIND DAS BUCH

* DER LEHRER GIBT DEN LEUTEN DAS BUCH

* DER LEHRER GIBT IHM-m DAS BUCH

DEMONSTRATION 7 (Continued)

* DER LEHRER GIBT IHR DAS BUCH (P-5)

* DER LEHRER GIBT IHM-n DAS BUCH

* DER LEHRER GIBT IHNEN DAS BUCH

2. But on the other hand, if the direct object is a personal pronoun, this arrangement is used:

* DER LEHRER GIBT ES DEM MANN (P-6)

* DER LEHRER GIBT ES DER FRAU

* DER LEHRER GIBT ES DEM KIND

* DER LEHRER GIBT ES DEN LEUTEN

* DER LEHRER GIBT ES IHM-m

* DER LEHRER GIBT ES IHR

* DER LEHRER GIBT ES IHM-n

* DER LEHRER GIBT ES IHNEN

- - - - -

DEMONSTRATION 8

Panel: P-10

Inserts: BUCH (NA)
LEHRER (N, G)
MANN (G)
KIND (G)
FRAU (DG)

Explanation: 1. German has a special form to show possession:

* HIER IST DAS BUCH DES MANNES (...of the man.)

* HIER IST DAS BUCH DES LEHRERS

* HIER IST DAS BUCH DES KINDES

2. For masculine and neuter singular nouns this involves not only a special form of the article characterized by -s, but also an -s ending on the noun itself:

+ DES MANNES, DES KINDES

3. For feminine nouns, the same form is used which is used for the dative:

* HIER IST DAS BUCH DER FRAU (...of the woman.)

DEMONSTRATION 8 (Continued)

4. The article "der" is also characteristic of the possessive form, called the genitive, for the plurals. Unlike the situation with the feminine noun, this form is different from the dative. It is not necessary to add any endings to the noun for plural or feminine genitives:

* HIER IST DAS BUCH DER LEUTE

+ DER FRAU, DER LEUTE

5. There are only two ways to form the genitive; one way for masculine and neuter nouns, another way for feminine nouns and plurals:

+ DES MANNES, DES KINDES; DER FRAU, DER LEUTE

6. This is true of most nouns, with the exception of a few masculine and neuter nouns (not shown here) which have special genitive forms. There are three functions of the article "der."

+ DER MANN, DER FRAU, DER LEUTE

7. We sometimes translate German genitive forms into English by using the preposition "of" and sometimes by using the possessive ending -'s: (Vary quickly, requiring translations such as "the man's book" etc.)

* HIER IST DAS BUCH DES MANNES

* HIER IST DAS BUCH DER FRAU

* HIER IST DER LEHRER DER FRAU

And so on in random order as quickly as possible, until sufficiently treated.

8. Here are all the various canges in form of the article and noun in German:

#

DER MANN	DIE FRAU	DAS KIND	DIE LEUTE
DEN MANN			
DEM MANN	DER FRAU	DEM KIND	DEN LEUTEN
DES MANNES		DES KINDES	DER LEUTE
(4 forms)	(2 forms)	(3 forms)	(3 forms)

(9.) For additional practice P-2 can be superimposed over P-10 in front of the genitive position to give the following:

DEMONSTRATION 8 (Continued)

* ER SIEHT DEN LEHRER DES MANNES (P-2 + P-10)

This can also be done with P-7, P-4 or P-8. For example:

* ER HILFT DEM LEHRER DES MANNES (P-7 + P-10)

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DEMONSTRATION 9

Panels: P-4, P-8, P-9

Inserts: LADEN (A, D)
STADT (NA, DG)
HAUS (NA, D)
BLEIBT (Verb)
ER (N)
LEHRER (A, D)

Explanation: 1. Review prepositions. Some prepositions always are used with the accusative case:

* ER GEHT OHNE DEN LEHRER (P-4)

2. Some prepositions always are used with the dative case:

* ER GEHT MIT DEM LEHRER (P-8)

3. And still other prepositions are used sometimes with the accusative case and sometimes with the dative case. "In" is one of these prepositions. When "in" is used with the accusative case, it shows direction or destination:

* ER GEHT IN DAS HAUS (P-9)

4. Then the phrase "in das Haus" means "into the house." To put it another way, "in" with the accusative supplies an answer to the question "Wohin?" ("Where to?" or "To what place?") Here are some more examples:

* ER GEHT IN DEN LADEN (P-9)

* ER GEHT IN DIE STADT

5. On the other hand, if "in" is used with the dative case, it answers the question "Wo?" ("Where at?" or "What location?")

* ER BLEIBT IN DEM HAUS (P-9)

* ER BLEIBT IN DEM LADEN

* ER BLEIBT IN DER STADT

DEMONSTRATION 9 (Continued)

6. The arrow is used here to emphasize that the accusative case means direction or destination; the X is used to emphasize that the dative case means location with "in" and other prepositions like it. Notice that the preposition has this power on its own. While the verb frequently guides you, it is really only the case used with the preposition which makes the difference. Observe these sentences:

* ER GEHT IN DEM HAUS (He is walking in the house. Where? In the house.)

Compare:

* ER GEHT IN DAS HAUS (He is going into the house.)

7. Here are more examples showing location of an action rather than action in a direction:

* ER GEHT IN DEM LADEN (He is walking in the store. Or: He is in the store, walking.)

* ER GEHT IN DER STADT

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DEMONSTRATION 10

Panels: R-1, R-2, R-3, R-4, P-2

Inserts:	Set of Relative Pronouns	FRAU (NA)
	ER (N)	KIND (NA)
	MANN (A)	

Explanation: 1. A relative clause is a part of a sentence. It is a special construction introduced by a relative pronoun. The finite verb occurs at the end of the clause. The relative pronoun can be the subject, direct object, dative object or show possession in the clause.

/ R-1, R-2, R-3, R-4

2. The relative pronoun is just like or is similar to the definite article of the same gender and number. These are the possible relative pronouns:

# DER, DIE-f, DAS, DIE-pl (three possibilities for the nominative)

# DEN, DIE-f, DAS, DIE-pl (three possibilities for the accusative)

# DEM-m, DER, DEM-n, DENEN (three possibilities for the dative)

DEMONSTRATION 10 (Continued)

# DESSEN-m, DEREN-f, DESSEN-n, DEREN-pl (two possibilities for the genitive)

3. The relative pronoun refers back to someone or something already mentioned outside the clause. The relative pronoun has the gender and number of that person or thing, called the antecedent. If the antecedent is masculine, the relative pronoun is masculine:

* Er sieht den Mann, DER INTERESSANT IST (Say the main clause or hold Panel P-2 next to Panel R-1)

* Er sieht den Mann, DEN WIR SCHON KENNEN (P-2 + R-2)

* Er sieht den Mann, DEM WIR GEDANKT HABEN (P-2 + R-3)

* Er sieht den Mann, DESSEN BUCH WIR HABEN (P-2 + R-4)

4. If the antecedent is feminine, the relative pronoun is feminine:

* Er sieht die Frau, DIE INTERESSANT IST (P-2 + R-1)

* Er sieht die Frau, DIE WIR SCHON KENNEN (P-2 + R-2)

* Er sieht die Frau, DER WIR GEDANKT HABEN (P-2 + R-3)

* Er sieht die Frau, DEREN BUCH WIR HABEN (P-2 + R-4)

5. If the antecedent is neuter, the relative pronoun is neuter:

* Er sieht das Kind, DAS INTERESSANT IST (P-2 + R-1)

* Er sieht das Kind, DAS WIR SCHON KENNEN (P-2 + R-2)

* Er sieht das Kind, DEM WIR GEDANKT HABEN (P-2 + R-3)

* Er sieht das Kind, DESSEN BUCH WIR HABEN (P-2 + R-4)

6. If the antecedent is plural, the relative pronoun is plural:

* Er sieht die Leute, DIE WIR SCHON KENNEN (P-2 + R-2)

* Er sieht die Leute, DENEN WIR GEDANKT HABEN (P-2 + R-3)

* Er sieht die Leute, DEREN BUCH WIR HABEN (P-2 + R-4)

7. Notice that the relative clause determines the case of the relative pronoun. The pronoun is nominative, accusative, dative or genitive because of its

DEMONSTRATION 10 (Continued)

function within the clause. The case of the antecedent is of no significance in determining the case of the relative pronoun. The antecedent determines gender and number only:

* Er sieht den Mann, DER INTERESSANT IST (P-2 + R-1)

* Er sieht die Frau, DIE INTERESSANT IST

* Er sieht das Kind, DAS INTERESSANT IST

(8.) If panels other than P-2 are available in the classroom, the relative clause panels can be held next to them as well to indicated that case is determined by the requirements of the relative clause. For example:

* Er hilft dem Mann, DER INTERESSANT IST (P-7 + R-1)

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DEMONSTRATION 11

Panel: W-1

Inserts: Set 5 (Shape 1a) of noun and pronoun subjects

Present tense forms from Set 6 (Shape 1b)

Explanation: 1. One form of the verb is used together with the pronoun "ich." For most verbs this form ends in a characteristic -e:

* ICH GEHE

* ICH ZEIGE

* ICH VERSUCHE

* ICH HABE

* ICH BLEIBE

* ICH HELFE

* ICH SEHE

2. With a singular noun, or with the singular pronouns "er," "sie" or "es," a form ending in -t is used:

* DER MANN GEHT

* ER GEHT

* DIE FRAU GEHT

DEMONSTRATION 11 (Continued)

* DAS KIND GEHT

* ES GEHT

* ER ZEIGT

* ER VERSUCHT

* ER BLEIBT

3. The verb "haben" is slightly irregular:

* ER HAT

4. Some verbs have a different vowel in this form:

* ER HILFT

* ER SIEHT

5. The plural forms end in -n and, except for the verb "to be" ("sein"), are identical to the infinitive, the form which appears in the vocabulary lists:

* WIR GEHEN

* SIE-pl GEHEN

* DIE LEUTE GEHEN

* DIE KINDER GEHEN

* SIE-ad GEHEN (You...)

* SIE-pl ZEIGEN

* SIE-pl VERSUCHEN

* SIE-pl HABEN

* SIE-pl BLEIBEN

* SIE-pl HELFEN

* SIE-pl SEHEN

6. The verb form and subject form must fit together properly. The verb "sein" ("to be") has irregular forms:

* ICH BIN

* ER IST

DEMONSTRATION 11 (Continued)

* WIR SIND

7. Notice the different functions of "sie." "Sie" can serve as a singular subject ("she" or "it"), as a plural subject ("they") or, always with a capital letter, for address ("you"):

+ SIE-f, SIE-pl, SIE-ad

8. Modal verbs, such as "können" ("to be able") have one form, with no endings, for the singular, and usually a different vowel from the infinitive and plural forms:

* ICH KANN

* ER KANN

* WIR KÖNNEN

* SIE-pl KÖNNEN

- - - - -

DEMONSTRATION 12

Panel: W-5

Inserts: Present tense forms from Set 6 (Shape 1b)

Set 9 (Shape 1b) of second person verb forms, present tense only

Explanation: A demonstration similar to Demonstration 11, but including second person forms, can be done with the appropriate addition of the following:

1. The singular pronoun "du" is used with the verb forms ending in a characteristic -st:

* DU ZEIGST

* DU GEHST

* DU VERSUCHST

* DU BLEIBST

* DU HAST (again slightly irregular)

* DU KANNST

2. Those verbs which have a special vowel for the "er-sie-es" form have that same vowel in the "du" form:

DEMONSTRATION 12 (Continued)

+ HILFT, HILFST vs. HELFE, HELFEN

* DU HILFST

+ SIEHT, SIEHST vs. SEHE, SEHEN

* DU SIEHST

3. The 2nd person plural form used with the pronoun "ihr" ends in -t and is often identical to the "er-sie-es" form:

+ ZEIGT-3s, ZEIGT-2p

* IHR ZEIGT

+ VERSUCHT-3s, VERSUCHT-2p

* IHR VERSUCHT

+ GEHT-3s, GEHT-2p

* IHR GEHT

+ BLEIBT-3s, BLEIBT-2p

* IHR BLEIBT

4. If there is anything irregular about the "er-sie-es" form then the "ihr" form is distinctive:

+ HILFT, HELFT

* IHR HELFT

+ SIEHT, SEHT

* IHR SEHT

+ HAT, HABT

* IHR HABT

+ KANN, KÖNNT

* IHR KÖNNT

5. The familiar forms of address for "sein" are:

* DU BIST

* IHR SEID

6. There are three ways to say "you" in German:

* DU GEHST (one person, familiar basis)

DEMONSTRATION 12 (Continued)

* IHR GEHT (two or more persons, familiar basis)

* SIE-ad GEHEN (singular or plural, polite address)

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DEMONSTRATION 13

Panels: W-1 and W-2

Inserts: Set 5 (Shape 1a) of noun and pronoun subjects
Question mark (Shape q) from Set 8 (3,3f,q).
Present tense forms from Set 6 (Shape 1b)

Explanation: 1. Review subject-verb agreement in basic word order:

* ICH GEHE DANN (W-1)

* ER GEHT DANN

* SIE-pl GEHEN DANN

2. To ask a question, we simply reverse the order of subject and verb. Notice that the subject and verb still agree (fit together) in the same pairs, even though the verb is now first:

* GEHE ICH DANN? (W-2)

* GEHT ER DANN?

* GEHEN SIE-pl DANN?

3. The same arrangement is used if the question begins with an interrogative word:

* WARUM GEHE ICH DANN? (W-2)

* WARUM GEHT ER DANN?

* WARUM GEHEN SIE-pl DANN?

4. The same arrangement is used in a statement if one element comes before the verb:

* DANN GEHE ICH (W-2)

* DANN GEHT ER

* DANN GEHEN SIE-pl

5. Here are more examples:

* DANN SEHE ICH ES

* DANN SIEHT ER ES

DEMONSTRATION 13 (Continued)

* DANN SEHEN SIE ES

6. In order to choose correctly the verb form needed in such word order, you must anticipate the pronoun or noun subject.

- - - - -

DEMONSTRATION 14

Panel: W-1

Inserts: Set 5 (1a) of noun and pronoun subjects

Set 6 (1a) of finite verbs, except subjunctive forms

Explanation: 1. Review the present tense:

* ICH VERSUCHE

* ICH GEHE

* ER VERSUCHT

* ER GEHT

* SIE-pl VERSUCHT

* SIE-pl GEHT

2. In the past tense of some verbs the ending -te is added to the stem; -te characterizes the past:

* ER VERSUCHTE

* ER ZEIGTE

* ER KONNTE (Irregular, with weak type past)

* ER HATTE (Irregular weak)

3. Verbs which add -te to form the past are called weak verbs. In the past tense the same form is used with "ich" and with singular nouns and 3rd person singular pronouns:

* ICH VERSUCHTE

* ER VERSUCHTE

4. One form fits either situation. The past tense is simpler than the present tense in this regard. The plural forms add an -n:

* SIE-pl VERSUCHTEN

DEMONSTRATION 14 (Continued)

* SIE-pl ZEIGTEN

* SIE-pl KONNTEN

* SIE-pl HATTEN

5. Other verbs form their past tense without a special ending. They have a special stem for the past tense. This is called "internal change" and these verbs are called strong verbs:

* ICH GING

* ER GING

+ GEHE, GING; GEHT, GING

* ER HALF

+ HILFT, HALF

* ER SAH

+ SIEHT, SAH

* ER BLIEB

+ BLEIBT, BLIEB

* ER WAR

+ IST, WAR

6. Notice that the endings -e or -t are characteristic of the singular present tense forms, the past tense forms characteristically have no ending with a singular subject. Plural forms of these verbs add -en. Here it is especially important to notice the stem of the verb:

* SIE-pl GINGEN

* SIE-pl HALFEN

* SIE-pl SAHEN

* SIE-pl BLIEBEN

* SIE-pl WAREN

+ GEHEN, GINGEN

+ HELFEN, HALFEN

+ SEHEN, SAHEN

+ BLEIBEN, BLIEBEN

DEMONSTRATION 15

Panels: W-1 and W-2

Inserts: Set 5 (1a) of noun and pronoun subjects

Auxiliaries "werden" and "können" from Set 6 (1b); infinitives of "sehen" and "bleiben" from Set 6 (1b).

Complements "dann," "dort," "es" and "es nicht" from Set 7 (2).

Blank filler piece (to be used with infinitives in slot 3) from Set 8 (3,3f,q).

Explanation: 1. Verb phrases are formed of at least two verbs tied together in some specific relationship. When this happens in German, one of the verbs is the finite verb, which agrees with the subject and is either first or second in position in statements and questions. The other verb part occurs at the end of the sentence (or clause) and is an infinitive or participle dependent on that finite verb:

* ER KANN ES SEHEN (W-1)

* ER WIRD ES SEHEN

2. The second example given is the future tense. Notice the position of "nicht" when it negates the entire verb phrase:

* ER KANN ES NICHT SEHEN (W-1)

* ER WIRD ES NICHT SEHEN

3. Notice that only the finite verb changes to agree with the subject. There is only one dependent infinitive form for each verb, and it stays the same:

* ICH KANN ES SEHEN (W-1)

* ICH WERDE ES SEHEN (future tense)

* WIR KÖNNEN ES SEHEN

* WIR WERDEN ES SEHEN (future tense)

* ICH KONNTE ES SEHEN

* ER KONNTE ES SEHEN

* WIR KONNTEN ES SEHEN

3. Observe the same changes in inverted word order:

* DANN KANN ICH DORT BLEIBEN (W-2)

DEMONSTRATION 15 (Continued)

* DANN WERDE ICH DORT BLEIBEN (W-2)

* DANN KONNTE ICH DORT BLEIBEN (...was able to...)

* DANN KANN ER DORT BLEIBEN

* DANN WIRD ER DORT BLEIBEN

* DANN KONNTE ER DORT BLEIBEN

* DANN KÖNNEN WIR DORT BLEIBEN

* DANN WERDEN WIR DORT BLEIBEN

* DANN KONNTEN WIR DORT BLEIBEN

- - - - -

DEMONSTRATION 16

Panel: W-1

Inserts: Set 5 (1a) of subjects

Auxiliaries "sein," "haben" and "können" from Set 6 (1b)

Blank infinitive filler and verb participles from Set 8 (3,3f,q)

Complements "es," "dort" and "dorthin" from Set 7 (2)

Explanation: 1. Review the verb phrase:

* ER KANN ES SEHEN

* WIR KÖNNEN ES SEHEN

* ER KONNTE ES SEHEN

* ER KONNTEN ES SEHEN

2. The verb phrases learned so far consist of a finite verb plus an infinitive. Another kind of verb phrase is used for the perfect tenses. For many verbs "haben" is the finite verb used with a dependent participle.

* ER HAT ES GESEHEN

3. The participles of weak verbs are formed by adding the prefix ge- and the ending -t or -et to the stem of the infinitive. The participles of strong verbs are formed by adding ge- and -en to a special stem:

DEMONSTRATION 16 (Continued)

+ HABEN, GEHABT

+ ZEIGEN, GEZEIGT But, on the other hand:

+ GEHEN, GEGANGEN

+ HELFEN, GEHOLFEN

+ SEHEN, GESEHEN

+ BLEIBEN, GEBLIEBEN

4. Some verbs with certain prefixes, or which end in -ieren, do not add the prefix ge-:

+ VERSUCHEN, participle VERSUCHT

5. Notice subject-verb agreement in the following:

* ICH HABE ES GESEHEN

* WIR HABEN ES GESEHEN

6. This is called the present perfect tense. The past perfect tense is obtained by using the past tense of "haben."

* ER HATTE ES GESEHEN

* WIR HATTEN ES GESEHEN

7. Some verbs form the perfect tense with "sein."

* ICH BIN DORT GEBLIEBEN

* ER IST DORT GEBLIEBEN

* WIR SIND DORT GEBLIEBEN

8. The past perfect tense is then formed with the past tense of "sein."

* ER WAR DORT GEBLIEBEN

* WIR WAREN DORT GEBLIEBEN

9. Notice that "bin" and "sind" are translated as "have" in English when used as perfect auxiliaries; also "ist" as "has" and "war" or "waren" as "had." More examples:

* ER WAR DORT GEWESEN

* ER WAR DORTHIN GEGANGEN

DEMONSTRATION 16 (Continued)

* ER HATTE ES GESEHEN

* ER HATTE ES VERSUCHT

* ER HATTE ES GEHABT

- - - - -

DEMONSTRATION 17

Panels: W-1, W-2 and W-3

Inserts: Set 5 (1a) of subjects

From Set 6 (1b): Forms of "sehen"
Forms of "haben"
Forms of "können"
Forms of "werden"

From Set 7 (2): "es," "dort"

From Set 8 (3,3f,q): Participle of "sehen"
Participle of "bleiben"
Blank infinitive filler

Explanation: 1. Review subject-verb agreement and verb phrases:

* ICH SEHE ES (W-1)

* ER SIEHT ES

* WIR SEHEN ES

* ER KANN ES SEHEN

* ER KONNTE ES SEHEN

* ER WIRD ES SEHEN

* ER HAT ES GESEHEN

* ER HATTE ES GESEHEN

2. In a dependent clause the agreeing verb (finite verb) appears as the last element, even after the dependent participle or infinitive if such is present. Notice that the same forms still agree:

* ICH WEISS, DASS ICH ES SEHE (W-3)

* WIR WISSEN, DASS ER ES SIEHT

* WIR WISSEN, DASS WIR ES SEHEN

DEMONSTRATION 17 (Continued)

* WIR WISSEN, DASS ER ES SEHEN KANN (W-3)

* WIR WISSEN, DASS ER ES SEHEN WIRD

* WIR WISSEN, DASS ER ES SEHEN KONNTE

* WIR WISSEN, DASS ER ES GESEHEN HAT

* WIR WISSEN, DASS ER ES GESEHEN HATTE

* WIR WISSEN, DASS ER DORT GEBLIEBEN IST

* WIR WISSEN, DASS ER DORT GEBLIEBEN WAR

3. There are three basic types of word order in German. Notice where the finite verb occurs in each type:

/ W-1, W-2, W-3

(These panels can be used without inserts to remind students of word order characteristics during classroom practice.)

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DEMONSTRATION 18

Panels: W-1 and W-3

Inserts: Set 5 (1a) of subjects

From Set 6 (1b): Forms of "sehen"
Forms of "haben"
Forms of "werden"
Forms of "können"

From Set 7 (2): Complement "es"

From Set 8 (3,3f,q): Participle of "sehen"
Participle of "ansehen"
Blank infinitive filler
"an" infinitive filler
Particle "an"

Explanation: 1. Some verbs are used together with separable particles. These particles occur alone at the end of the sentence or clause in simple tenses in main clauses:

* ER SIEHT ES AN (W-1)

* ER SAH ES AN

2. If the verb occurs as a dependent participle

DEMONSTRATION 18 (Continued)

or infinitive, the particle is attached and the two appear together, written as one word:

- * ER KANN ES ANSEHEN (W-1)

- * ER KONNTE ES ANSEHEN

- * ER WIRD ES ANSEHEN

- * ER HAT ES ANGESEHEN

- * ER HATTE ES ANGESEHEN

3. In a dependent clause, the particle and verb always occur together, written as one word:

- * WIR WISSEN, DASS ER ES ANSIEHT

- * WIR WISSEN, DASS ER ES ANSAH

- * WIR WISSEN, DASS ER ES ANSEHEN WIRD

- * WIR WISSEN, DASS ER ES ANSEHEN KANN

- * WIR WISSEN, DASS ER ES ANGESEHEN HAT

- * WIR WISSEN, DASS ER ES ANGESEHEN HATTE

- - - - -

DEMONSTRATION 19

Panels: W-3 and W-4

Inserts: Set 5 (1a) of subjects

From Set 6 (1b): Forms of "sehen"
Forms of "haben"
Forms of "werden"
Forms of "können"

From Set 7 (2): Complement "es"

From Set 8 (3,3f,q): Participle of "können"
Blank infinitive filler

Explanation: 1. In dependent clauses the finite verb typically appears last, after any dependent infinitive or participle. In a future or perfect tense involving a modal with a dependent infinitive, a special construction arises, called the double infinitive. This double infinitive is then last, following the finite verb:

- * WIR WISSEN, DASS ER ES SEHEN KANN (W-3)

DEMONSTRATION 19 (Continued)

* WIR WISSEN, DASS ER ES SEHEN WIRD (W-3) But:

* WIR WISSEN, DASS ER ES WIRD SEHEN KÖNNEN (W-4)

* WIR WISSEN, DASS WIR ES WERDEN SEHEN KÖNNEN

2. This construction occurs also with the perfect tenses, so that the participle form of the modal is identical to the infinitive:

* WIR WISSEN, DASS ER ES HAT SEHEN KÖNNEN (W-4)

* WIR WISSEN, DASS ER ES HATTE SEHEN KÖNNEN

3. Compare this special participle form and word order with the participle of a modal used by itself, with no infinitive dependent on it:

* WIR WISSEN, DASS ER ES GEKONNT HAT (W-3)

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DEMONSTRATION 20

Panel: W-1

Inserts: Set 5 (1a) of subjects

From Set 6 (1b): Forms of "haben," "sein," "werden," infinitives
Subjunctive II forms of auxiliaries.

From Set 7 (2): Complements "es," "dort," "dorthin"

From Set 8 (3,3f,q): Participles of all verbs
Blank infinitive filler

Explanation: 1. Contrary-to-fact statements require special forms, called Subjunctive II forms. First, let us review indicative verb phrases:

* ER HAT ES GESEHEN "He has seen it"

* ER HATTE ES GESEHEN "He had seen it"

2. The contrary-to-fact expression, used to speculate about what might have happened, but did not actually happen, is formed by using the Subjunctive II auxiliary:

* ER HÄTTE ES GESEHEN "He would have seen it"

3. Notice that only the finite verb is subjunctive; "gesehen" is the normal participle. Here are more examples:

* ER HÄTTE ES VERSUCHT "He would have tried it"

DEMONSTRATION 20 (Continued)

* ER HÄTTE ES GEZEIGT "He would have shown it"

* ER HÄTTE ES GEHABT "He would have had it"

* ER HÄTTE ES ANGESEHEN "He would have looked at it"

* WIR HÄTTEN ES VERSUCHT "We would have tried it"

* WIR HÄTTEN ES GEZEIGT "We would have shown it"

* WIR HÄTTEN ES GEHABT "We would have had it"

* WIR HÄTTEN ES ANGESEHEN "We would have looked at it"

4. Here are examples of verbs which require "sein" rather than "haben" as auxiliary:

* ER WÄRE DORT GEWESEN "He would have been there"

* ER WÄRE DORT GEBLIEBEN "He would have remained there"

* ER WÄRE DORTHIN GEGANGEN "He would have gone there"

* WIR WÄREN DORT GEWESEN "We would have been there"

* WIR WÄREN DORT GEBLIEBEN "We would have stayed there"

* WIR WÄREN DORTHIN GEGANGEN "We would have gone there"

5. The indicate future uses "werden" as auxiliary:

* ER WIRD ES SEHEN "He will (shall) see it"

6. For speculation a subjunctive form of the auxiliary "werden" provides the correct expression:

* ER WÜRDE ES SEHEN "He would see it"

* ER WÜRDE ES HABEN "He would have it"

* ER WÜRDE ES VERSUCHEN "He would try it"

* WIR WÜRDEN ES VERSUCHEN "We would try it"

* WIR WÜRDEN ES SEHEN "We would see it"

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DEMONSTRATION 21

Panel: W-1

Inserts: Set 5 (la) of subjects

From Set 6 (lb): Forms of "können," "versuchen," "werden"
Infinitives of "sehen," "helfen," "geben"

DEMONSTRATION 21 (Continued)

Inserts (Cont'd): From Set 7 (2): Complements "es," "ihnen," "es ihnen"

From Set 8 (3,3f,q): Blank infinitive filler
"zu" infinitive filler
Infinitive "anzusehen"

Explanation: 1. Certain auxiliaries can be used with dependent infinitives:

* ER KANN ES SEHEN (modal)

* ER WIRD ES SEHEN (future tense)

* ER KONNTE ES SEHEN

2. Other verbs can do this only if the particle "zu" is used with the dependent infinitive:

* ER VERSUCHT ES ZU SEHEN

* ER VERSUCHT IHNEN ZU HELFEN

* ER VERSUCHT ES IHNEN ZU GEBEN

3. When such dependent expressions become long, they are set off by commas. If "zu" is needed with the infinitive of a separable verb, it is placed between the prefix and verb, and the entire compound is written as one word:

* ER VERSUCHT ES ANZUSEHEN

* ER VERSUCHTE ES ANZUSEHEN

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USE OF CASE AND SENTENCE STRUCTURE PANELS WITHOUT INSERTS

The demonstration panels can easily support other work in the classroom. If a student at some point fails to give an accurately composed German sentence or and accurate English translation, the teacher can point out the basic underlying structure, or can ask the student to do so, if either procedure will aid the student in understanding how to arrive at the correct form. Such procedures are valuable in distinguishing predicate nouns from objects or direct objects from dative objects, in sorting out prepositional objects (Which situation do we have here?), and in handling possessive constructions.

When a long sentence is involved, the teacher can read through the entire sentence, pointing out the basic structural features on one of the panels while reading. This helps the student to recognize the location in the sentence of a basic structural feature, such as the direct object.

USE OF WORD ORDER AND SUBJECT-VERB AGREEMENT PANELS WITHOUT INSERTS

Panel W-3 (Dependent Word Order) is especially valuable both for German composition and translation from German into English. Frequently the teacher will need only to point to the agreeing verb on Panel W-3 and the interlocking shapes of the items in 1b position on that panel will remind the student of the requirement of subject-verb agreement. In dependent word order the subject and finite verb are often quite far apart. This procedure can be used with any of the other panels when a student has neglected subject-verb agreement.

In long sentences and clauses the student needs more experience at recognizing the principal structural components. Any of the basic word order panels can be used effectively by reading off the sentence or clause while indicating visually the word or words which make up each of the components shown on the panel. If the complement (in the sense of these panels) consists of eight words, the teacher can point to the complement position eight times, once for each word, before going on to the dependent verb parts or finite verb. The teacher can also ask the student to say his sentence out loud while the teacher follows his words, pointing to the position applicable to each particular word. In the following examples the numbers 1a (subject), 1b (agreeing or finite verb), 2 (complement except for verb phrase) and 3 (dependent infinitive or participle) will indicate the position which the teacher should point to while that word is being read. The number 2 will also refer to the first element in inverted word order (Panel W-2). The panel to be used for a given sentence or clause will be indicated in parentheses. "D" indicates the introductory word of a clause:

1\.

Die	mexikanischen	Präsidenten	regieren	ihr	Land	mit	allen
1a	1a	1a	1b	2	2	2	2

nur	erdenklichen	Vollmachten.	(W-1)	(Omission of a component, e.g. 3 here, can be noted.)
2	2	2		

2\.

..., der	überdies	über	eine	gewisse	kaufmännische	Praxis
D1a	2	2	2	2	2	2

und	korrespondenzfähige	Kenntnisse	in	deutscher,	französischer
2	2	2	2	2	2

und	englischer	Sprache	verfügt.	(W-3)
2	2	2	1b	

3\.

Interessieren	Sie	sich	für	komplexe	Telefoninstallationen?	(W-2)
1b	1a	2	2	2	2	

4\.

Für	diesen	Fernmeldeverkehr	kann	jede	Wanderfeld-Röhre	des
2	2	2	1b	1a	1a	1a

Satelliten	fünf	frequenzmodulierte	Träger-	Frequenzen	stellen.	(W-2)
1a	2	2	2	2	3	

WORD ORDER PANELS WITHOUT INSERTS
(Continued)

5.

Haben	Sie	es	nun	von	ihm	selbst	gehört?	(W-2)
1b	1a	2	2	2	2	2	3	

6.

...,	dass	weder	Ernst	noch	Spott	den	Grafen	bewegen	konnte...	(W-3)
	D	1a	1a	1a	1a	2	2	3	1b	

7.

...,	dass	ich	weiter	hätte	tun	sollen?	(W-4)
	D	1a	2	1b	4	4	

(The number 4 indicates double infinitive)

8.

Zu	dieser	bin	ich	erst	vor	wenig	Tagen	in	Dresden	gekommen.	(W-2)
2	2	1b	1a	2	2	2	2	2	2	3	

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OVERHEAD PROJECTOR TRANSPARENCIES

The following symbols will be used in describing suggested methods of using the overhead projector transparency exercises in the classroom:

T	Teacher - cue spoken by teacher
L	Learner - response spoken by student
...	Items in the exercise which were skipped in the example in order to proceed to a later item
etc.	The exercise should be continued in the fashion suggested by the examples

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EXERCISE S-1

The sentences in this exercise are constructed and arranged to introduce the student to the principles of identifying the grammatical subject in a German sentence and then to give him experience with sentences in which he must successfully employ these principles in order to arrive at a correct translation:

A. Point out the difference between 1 (no object) and 2 (direct object present).

B. Teacher requests translation of 2 and then asks the student how he knows which noun is the subject. Desired reply: "der Lehrer" is obviously nominative by the ending on the article; this is reinforced by the form of "den Mann," which is obviously accusative.

C. Same procedure with 3. In 3 only "der Lehrer" helps to identify the subject. The subject is clearly identified at only one point in the sentence.

D. Same procedure with 4. In 4 "Leute" helps to reinforce identification of the subject "Lehrer," since a plural noun could not agree with and be the subject of the singular verb

EXERCISE S-1 (Continued)

form "sieht." Same procedure continued for items 5-9.

E. In items 10-12 only the second noun in the sentence unambiguously indicates which noun is subject and which object. The student's attention is drawn to two principles of identifying the subject: (1) noun inflection, especially masculine, and (2) subject-verb agreement.

F. In item 13 there are no inflectional guides to identify the subject. The first noun would normally be assumed the subject, if intonation did not indicate anything to the contrary.

G. In items 14 through 24 the importance of using the two principles can be demonstrated more important than any assumptions carried over from English word order. In 14 the student receives positive information at the beginning of the sentence, which is reinforced by "der Mann." In 15 the task is much harder, since a person might assume the wrong translation until encountering the word "der" in front of "Mann." If the translator jumps to a conclusion, using English word order as a guide, he might even overlook the significance of the nominative article. In 16 the task is easier than in 15 but more difficult than in 14: by the time a person encounters the verb "sieht" he knows "die Leute" is not the subject. Students should be encouraged to remember two procedures: (1) scan the entire sentence before deciding on translation, i.e. word-by-word translation is unreliable and may prejudice the student so he will overhear or overlook important later information, and (2) the student should anticipate wherever possible and cultivate new patterns of anticipation, e.g. after encountering "den Lehrer" in 14 or the combination "die Leute sieht" in 16 the student should then look for a subject elsewhere in the sentence.

H. After introduction to the patterns and familiarity with them, the students should drill the translations into English in rapid sequence, seeking rapid and accurate identification of the subject. The teacher may stress the peculiar intonation of sentences 14-24 as they would be used in normal conversation in German and point out the closest English equivalents which fulfill a similar purpose, e.g. "It's the teacher the man sees." etc. However the drill is most effective when accomplished rapidly and so that the English translation of 2 is identical to that of 14 and so on.

I. This drill may be repeated at any point when a student evidences difficulty in identifying the subject. Usually the mode of identifying the subject will be basically identical to one of the sentences 14-24 and the student can be directed to a comparison of the same construction in the simplest form and in the complex form encountered in other material.

EXERCISE S-2

The sentences in this exercise are constructed so that the position and (simple tense) intonation of the adverbs in items 1-8 will serve as an introduction to the position and intonation of separable prefix particles in items 9-20. Items 1-5 and 9-14 are transitive. Items 6-8 and 15-20 are intransitive. The last items in each group, 7-8 and 16-20, require "sein" as a perfect auxiliary.

A. T: Er hilft uns oft.
L: Er hilft uns oft. (Class in unison)
etc.

B. T: Hilft er uns oft?
L: Ja, er hilft uns oft.
etc.

C. T: He helped us often. Simple Past.
L: Er half uns oft.
etc.

In the compound tenses the separable prefixes continue to receive stress, rather than the verb stem, while in sentences 1-8 the dependent verb stem receives stress:

D. T: He helped us often, Present Perfect.
L: Er hat uns oft geholfen.
...
T: He cooled it off.
L: Er hat es abgekühlt.
etc.

E. T: He had helped us often.
L: Er hatte uns oft geholfen.
...
T: He had cooled it off.
L: Er hatte es abgekühlt.
etc.

F. T: He will help us often.
L: Er wird uns oft helfen.
...
T: He will cool it off.
L: Er wird es abkühlen.
etc.

The same is true of dependent clauses:

G. T: I know that he helps us often.
L: Ich weiss, dass er uns oft hilft.
...
T: I know that he is cooling it off.
L: Ich weiss, dass er es abkühlt.
etc.

EXERCISE S-3

The sentences in this exercise are constructed to demonstrate various verbs and expressions which require dative objects. Items 1-4 serve as an introduction. Literal translations are possible for these items. Items 5-8 are structurally much different from their English equivalents, and are common idioms. Items 9-10 are somewhat idiomatic and require the perfect auxiliary "sein."

A. T: She thanked him. Simple Past.
L: Sie dankte ihm.
etc.

B. T: She thanked him. Present Perfect.
L: Sie hat ihm gedankt.
etc.

C. T: Is she thanking him?
L: Dankt sie ihm?
...
T: Does he like it?
L: Gefällt es ihm?
etc.

D. T: She had thanked him.
L: Sie hatte ihm gedankt.
etc.

E. T: She will thank him.
L: Sie wird ihm danken.
etc.

F. T: Sie hat ihm gedankt.
L: She thanked him. Or: She has thanked him.
etc.

G. T: She likes it.
L: Es gefällt ihr.
T: She succeeds.
L: Es gelingt ihr.
etc.

H. T: I like it.
L: Es gefällt mir.
T: They like it.
L: Es gefällt ihnen.
T: His brother likes it.
L: Es gefällt seinem Bruder.
etc.

I. With appropriate items 5, 7-10:

T: He likes the book.
L: Das Buch gefällt ihm.
T: He likes the books.
L: Die Bücher gefallen ihm.
etc.

EXERCISE S-3 (Continued)

J. T: I know that she is thanking him.
   L: Ich weiss, dass sie ihm dankt.
   ...
   T: I know that he likes it.
   L: Ich weiss, dass es ihm gefällt.
   etc.

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EXERCISE S-4

The sentences in this exercise are constructed to show first normal expressions with pronoun subjects, then various expressions involving "es." Items 1-4 are normal. Items 5-8 show idiomatic uses of the impersonal "es" subject. Item 9 shows the anticipatory "es" with the true subject appearing after the verb. Item 10 is included because of the idiomatic equivalent. Item 11 shows the idiomatic expression "es gibt."

A. T: It was raining. Simple Past.
   L: Es regnete.
   etc.

B. T: It rained. Present perfect.
   L: Es hat geregnet.
   etc.

(After students are familiar with the exercise, items 1-4 can be omitted. They can be included in review, or if the students have difficulties with the idiomatic expressions.)

C. T: It had rained.
   L: Es hatte geregnet.
   etc.

D. T: It will rain.
   L: Es wird regnen.
   etc.

E. T: Is is raining?
   L: Regnet es?
   etc.

F. T: Es hatte geregnet.
   L: It had rained.
   etc.

G. T: Es wird regnen.
   L: It will rain.
   etc.

H. T: Es hat geregnet.
   L: It rained. Or: It did rain.
   etc.

I. T: I know that he is singing.
   L: Ich weiss, dass er singt.
   ...

EXERCISE S-4 (Continued)

T: I know that it is raining.
L: Ich weiss, dass es regnet.

J. Item 9 only:

T: There's a woman coming.
L: Es kommt eine Frau.
T: There's a train coming.
L: Es kommt ein Zug.
T: There are two cars coming.
L: Es kommen zwei Wagen.
etc.

- - - -

EXERCISES S-5 AND S-6

These exercises are designed to demonstrate to the student that the reflexive pronoun object is structurally no more of a problem than a normal object, even though the English translation of the reflexive construction may be totally different in structure. The reflexive constructions are grouped (separable prefix verbs, expressions requiring prepositional completions) in order to enable the student to work through these expressions with maximum speed and ease.

A. T: He saw it. Simple Past.
L: Er sah es.
...
T: He was happy.
L: Er freute sich.
etc.

B. T: He has seen it. Present Perfect.
L: Er hat es gesehen.
...
T: He has been happy.
L: Er hat sich gefreut.
etc.

C. T: He had seen it.
L: Er hatte es gesehen.
...
T: He had been happy.
L: Er hatte sich gefreut.
etc.

D. T: Did he see it? Present Perfect.
L: Hat er es gesehen?
...
T: Was he happy?
L: Hat er sich gefreut?
etc.

EXERCISES S-5 AND S-6 (Continued)

E. T: We see it. (Omit item 20)
L: Wir sehen es.
...
T: We are happy.
L: Wir freuen uns.
etc.

F. T: Er hat es gesehen.
L: He saw it.
...
T: Er hat sich gefreut.
L: He was happy.
etc.

G. For items 12-16, 18 of S-5, items 20-24 of S-6:

T: He is surprised about the book.
L: Er wundert sich über das Buch.
etc. with appropriate nouns.

H. For item 17 of S-5:

T: He is falling in love with Johanna.
L: Er verliebt sich in Johanna.
etc. with different girls' names.

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EXERCISE S-7

This exercise is designed to illustrate and give practice with the basic varieties of German word order:

A. T: Begin the sentence with the suggested item:
T: "heute"
L: Heute liest er ein Buch.
etc.

Or:
T: Today he is reading a book.
L: Heute liest er ein Buch.
etc.

B. T: Ask a question beginning with "Warum?"
L: Warum liest er heute ein Buch?
L: Waurm schreiben sie jede Woche zwei Briefe?
etc.

C. T: Rephrase as a question:
L: Liest er heute ein Buch?
L: Schreiben sie jede Woche zwei Briefe?
etc.

EXERCISE S-7 (Continued)

D. T: Was wissen wir? Answer with dependent clause.
L: Wir wissen, dass er heute ein Buch liest.
T: Was wissen wir?
L: Wir wissen, dass sie jede Woche zwei Briefe schreiben.
etc.

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EXERCISES C-1, C-2, C-3 AND C-4

These patterns are designed to elicit all the various case forms. Examples are given according to C-1 and C-2. Plural practice can be done in similar fashion.

A. T: The teacher is coming.
L: Der Lehrer kommt.
etc.

B. T: Kommt der Lehrer?
L: Ja, der Lehrer kommt.
etc.

C. T: Wer kommt? (Personen)
L: Der Lehrer kommt.
T: Wen sieht er?
L: Er sieht den Lehrer.
T: Wem hilft er?
L: Er hilft dem Lehrer.
T: Wessen Buch ist das hier?
L: Hier ist das Buch des Lehrers.
etc.

Or:

T: Was ist das hier? (Dinge)
L: Hier ist das Buch.
T: Was sieht er?
L: Er sieht das Buch.
T: Wovon spricht er?
L: Er spricht von dem Buch.
T: Warum fragt er?
L: Er fragt wegen des Buches.
etc.

Use vocabulary of lessons covered (textbook vocabulary lists can be used), list of vocabulary items on board, prepared list of vocabulary items already distributed to students, or give word cues orally in German or English, if vocabulary item is not apparent from pattern cue. In some drills, such vocabulary information can be omitted later when it is assumed that the student has mastered the vocabulary items.

D. T: The teacher is coming.
L: Der Lehrer kommt.
T: This teacher is coming.
L: Dieser Lehrer kommt.
T: He is coming.
L: Er kommt.
etc.

For Nom., Acc., Dat. only. For "Personen" only until "da"-compounds have been introduced. Stress intonation as underlined.

E. Teacher requests pronoun:
T: Der Lehrer kommt.
L: Er kommt.
etc.

For Nom., Acc., Dat. on C-1, C-3 ("Personen") and Nom. and Acc. on C-2, C-4 ("Dinge"). Translation of pronoun also possible.

EXERCISES C-1, C-2, C-3 AND C-4 (Continued)

F. T: The good teacher is coming.
L: Der gute Lehrer kommt.
etc.

G. T: Wer kommt?
L: Der gute Lehrer kommt.
etc.

These exercises can be used for practice of adjective endings with one or more modifiers of the following types:

(a) simple adjectives

(b) adjectives qualified by adverbs ("sehr gut" or "zu klein")

(c) ordinal numerals ("zweit-")

(d) comparative adjective forms

(e) superlative adjective forms

(f) participial modifier phrases (long modifiers)

Samples are supplied on the transparency below Exercises C-1 and C-2. If this lower space is left blank, as with C-3 and C-4, overlays may be used to suggest adjectives for practice. In Practice F the adjective to be used is apparent from the cue. In Practice G it is necessary to use a vocabulary list or list overlay and to indicate which adjective is to be used.

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EXERCISE C-5

These sentences are constructed and arranged to provide the student with practice in supplying the correct case forms of nouns and articles used together with various prepositions.

A. T: He is going with the father.
L: Er geht mit dem Vater.
T: He is going with the mother.
L: Er geht mit der Mutter.
etc.

Later the case designations can be covered with a masking piece. Stress reasons for case used on items 4-6, 8.

B. T: He is going with the father.
L: Er geht mit dem Vater.
T: He is going without the father.
L: Er geht ohne den Vater.
etc.

Practices A and B can also be used to treat the idiomatic German usage of the definite article as the equivalent of the English possessive word, e.g. "his father" = "der Vater" etc.

C. T: Er geht mit dem Vater.
L: He is going with the (his) father.
etc.

D. T: He went with the (his) father.
L: Er ist mit dem Vater gegangen.
etc.

Later, in review, these sentences can be practiced in various tenses, with modal verbs and in dependent constructions; cf. D.

EXERCISE C-6

This exercise is designed to give practice with various case forms used as first elements of sentences with inverted word order. This exercise serves as a supplement to the work in Exercises S-1 (Subject Identification) and C-1, C-2, C-3 and C-4 (Case Forms). This type of practice is continued with some of the material in Exercise C-7. The first three sentences require accusative direct objects; the last three require dative objects.

A. T: He may see this table. Or: (Items 1-3)
This table he may see.
L: Diesen Tisch darf er sehen.
T: He may see this book. Or:
This book he may see.
L: Dieses Buch darf er sehen.
etc.

B. T: He may see this table. Or: (Items 1-3)
This table he may see.
L: Diesen Tisch darf er sehen.
T: We want to have this table. Or:
This table we want to have.
L: Diesen Tisch wollen wir haben.
etc.

C. T: Diesen Tisch darf er sehen. (Items 1-3)
L: He may see this table. Or:
This table he may see.
etc.

D. T: He may give it to this teacher. (Items 4-6)
L: Diesem Lehrer darf er es geben.
T: He may give it to this child.
L: Diesem Kind darf er es geben.
etc.

E. T: He may give it to this teacher. (Items 4-6)
L: Diesem Lehrer darf er es geben.
T: We want to show it to this teacher.
L: Diesem Lehrer wollen wir es zeigen.
etc.

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EXERCISE C-7

This exercise is designed to treat adjective endings, substantivized adjectives, adjectives with nouns understood (requiring an English translation with "one"), articles, "der"-words and "ein"-words as modifiers and as pronouns, and pronouns and pronominal constructions.

A. Teacher shows: Der gute Mann ist schon hier.
L: The good man is already here.

EXERCISE C-7 (Continued)

Teacher shows: Der Gute ist schon hier. ("Gute" same as "gute
L: The good man is already here. Mann" here.)
Teacher shows: Der gute Wagen ist schon hier.
L: The good car is already here.
Teacher shows: Der gute ist schon hier. ("Wagen" or some masculine
L: The good one is already here. noun understood.)
etc.

B. Teacher shows: ...ist schon hier. The responses to B
T: The good man is already here. can be given in writing.
L: Der gute Mann ist schon hier. Or:
Der Gute ist schon hier.
etc.

Overlays: a. Der gute Mann
Der Gute
Der gute Wagen
Der gute

Der alte Mann
Der Alte
Der alte Wagen
Der alte

Der ältere Mann
Der Ältere
Der ältere Wagen
Der ältere

b. Mein Wagen
Meiner

Mein Buch
Meins

Meine Uhr
Meine

Dieser Wagen
Dieser

Dieses Buch
Dieses

Diese Uhr
Diese

c. Er
Der

Einer
Jemand

Keiner
Niemand

EXERCISE C-7 (Continued)

Dieser
Jener

d. der Gute
die Gute
das Gute

der Alte
die Alte
das Alte

der Kleine
die Kleine
das Kleine

der Bessere
die Bessere
das Bessere

e. etwas Gutes
viel Gutes
nichts Gutes
alles Gute
das Gute

f. Die gute Frau
Die Gute
Die gute Uhr
Die gute

Eine gute Frau
Eine Gute
Eine gute Uhr
Eine gute

Das gute
Ein gutes

Der gute
Ein guter

Die gute
Eine gute

g. Der grosse
Der Grosse

Die grosse
Die Grosse

Das grosse
Das Grosse

Ein grosser
Ein Grosser

EXERCISE C-7 (Continued)

Eine grosse
Eine Grosse

h. Den guten Mann (Accusative of overlay C-7a)
Den Guten
Den guten Wagen
Den guten

Den alten Mann
Den Alten
Den alten Wagen
Den alten

Den älteren Mann
Den Älteren
Den älteren Wagen
Den älteren

i. Die guten Leute
Die Guten
Die guten Wagen
Die guten

Die Schöne
Die schöne

Die Schönen
Die schönen

Diese
Jene
Keine
Meine
Seine
Unsre
Einige
Mehrere

j. (Used in questions.)

Welcher Wagen
Welcher
Welches Buch
Welches
Welche Uhr
Welche
Was für ein Wagen
Was für eine Lampe

k. Der arbeitende Mann
Ein arbeitender Mann

Der denkende Mann
Ein denkender Mann

EXERCISE D-1

Paired exercises demonstrate both case requirements of relative clauses and case independence of antecedent with regard to relative pronoun. In each pair of exercises the relative clause remains the same while the antecedent changes with regard to its case requirement.

A. T: Where is the child who (has) read the book?
L: Wo ist das Kind, das das Buch gelesen hat?
T: Where is the man who has read the book?
L: Wo ist der Mann, der das Buch gelesen hat?
etc.
...
T: I know the child who has read the book.
L: Ich kenne das Kind, das das Buch gelesen hat.
T: I know the man who has read the book.
L: Ich kenne den Mann, der das Buch gelesen hat.
etc.

And so on through 2a, 2b, 3a, 3b, 4a and 4b. For 2a, 2b, 3a and 3b, where plurals are supplied, the exercise can be done in vertical order first, thus grouping the plurals. This emphasizes the single approach to all plurals. Later the exercise can proceed line by line, alternating singular and plural forms. Plurals are avoided in 1a and 1b to simplify the initial presentation. Subject-verb agreement in relative clauses where the pronoun is the subject can be practiced in Exercise D-2, Practice 4.

B. T: Where is the child who read the book?
L: Wo ist das Kind, das das Buch gelesen hat?
T: I know the child who read the book.
L: Ich kenne das Kind, das das Buch gelesen hat.
etc.

C. T: Where is the child who has read the book?
L: Wo ist das Kind, das das Buch gelesen hat?
T: Where is the child whom he has seen there?
L: Wo ist das Kind, das er dort gesehen hat?
etc.

(However, this function can be treated efficiently in Exercise D-2.)

(*) marks the irregular noun "Herr," which requires special inflection as an object.

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EXERCISE D-2

The requirement for the antecedent is identical in all items. Stress can be placed on quick choice of proper relative pronoun.

A. T: We mean the man (whom) you saw there.
L: Wir meinen den Mann, den Sie dort gesehen haben.
T: We mean the woman (whom) you saw there.
L: Wir meinen die Frau, die Sie dort gesehen haben.
etc.

EXERCISE D-2 (Continued)

B. T: We mean the man (whom) you saw there.
L: Wir meinen den Mann, den Sie dort gesehen haben.
T: We mean the man (whom) you helped.
L: Wir meinen den Mann, dem Sie dort geholfen haben.
T: We mean the man whose book you still have.
L: Wir meinen den Mann, dessen Buch Sie noch haben.
T: We mean the woman (whom) you saw there.
L: Wir meinen die Frau, die Sie dort gesehen haben.
etc.

C. Item 4 can be done separately as an exercise stressing the agreement of the dependent verb with the relative pronoun subject. Many of the items in the list are in plural form. For example:

T: We mean the salesman who was still there.
L: Wir meinen den Verkäufer, der noch dort war.
T: We mean the women who were still there.
L: Wir meinen die Frauen, die noch dort waren.
etc.

D. This construction may be used to test recognition of German plural forms:

T: Wir meinen die Schwester, die noch dort war.
L: We mean the sister who was still there.
etc.

Items in the list can be selected for practice at random, rather than in order.

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EXERCISE D-3

This exercise is constructed to demonstrate the word order requirements of coordinating conjunctions on one hand and of subordinating conjunctions on the other hand.

A. T: That's possible, but he has seen the others.
L: Das kann sein, aber er hat die anderen gesehen.
T: That's possible, but he has studied chemistry.
L: Das kann sein, aber er hat Chemie studiert.
etc.

B. T: We believe him because he has seen the others.
L: Wir glauben ihm, weil er die anderen gesehen hat.
T: We believe him because he has studied chemistry.
L: Wir glauben ihm, weil er Chemie studiert hat.
etc.

C. T: Warum glauben wir ihm?
L: Wir glauben ihm, weil er die anderen gesehen hat.
T: Warum verstehen wir das?
L: Das verstehen wir, weil er die anderen gesehen hat.
etc.

EXERCISE D-4

This exercise is designed to give the student experience with the meanings of modal verbs and with the use of an auxiliary in dependent word order. In order to concentrate on the auxiliary in dependent position, it is the only variable.

A. T: Hier ist der Student, der diese Bücher lesen kann.
   (Shown and read.)
   L: Here is the student who can read these books.
   T: Hier ist der Student, den der Professor sehen kann.
   L: Here is the student whom the professor can see.
   etc.

B. Teacher shows: Hier ist der Student, der diese Bücher lesen ...
   T: Here is the student who can read these books.
   L: Hier ist der Student, der diese Bücher lesen kann.
   etc. down the list with a single auxiliary.

C. T: Hier ist der Student, der diese Bücher lesen kann.
   (Shown and read.)
   L: Here is the student who can read these books.
   T: Hier ist der Student, der diese Bücher lesen musste.
   L: Here is the student who had to read these books.
   etc. at random.

D. Teacher shows: Hier ist der Student, der diese Bücher lesen...
   T: Here is the student who will read these books.
   L: Hier ist der Student, der diese Bücher lesen wird.
   etc. at random.

Overlays:

a. kann

b. konnte

c. könnte

d. muss

e. musste

f. müsste

g. darf

h. durfte

i. dürfte

j. mag

k. mochte

l. möchte

m. will

n. wollte

o. soll

p. sollte

q. wird

r. lässt (r and s for items 1, 4, 6, 8.)

s. liess

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EXERCISE D-5

This exercise is constructed to focus attention on the dependent participle in dependent word order, as well as on active and passive equivalent sentences.

EXERCISE D-5 (Continued)

A. T: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule bemerkt hat. (Shown and Read.)
   L: Here is the student whom the old chemist noticed in our school after the meeting.
   T: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule bemerkt hatte.
   L: Here is the student whom the old chemist had noticed in our school after the meeting.
   etc.

In this practice it is effective to stress the move directly from the subject to the finite verb in making an English translation, as well as the order of items, which must be considered in arranging other elements, such as adverbs.

B. Teacher shows sentence with no overlay.
   T: Here is the student whom the old chemist noticed in our school after the meeting.
   L: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule bemerkt hat.
   etc.

C. T: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule bemerkt hat. (Shown and Read.)
   L: Here is the student whom the old chemist noticed in our school after the meeting.
   T: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule gesehen hat.
   L: Here is the student whom the old chemist saw in our school after the meeting.
   etc.

D. For additional practice the student can be asked to give the correct form of the sentence with "Student" or "Chemiker" or both in the plural:

   Teacher shows: Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule bemerkt hat.
   T: Here are the students whom the old chemist noticed in our school after the meeting.
   L: Hier sind die Studenten, die der alte Chemiker nach der Versammlung in unserer Schule bemerkt hat.
   etc.

   Or:
   T: Here is the student whom the old chemists noticed in our school after the meeting.
   L: Hier ist der Student, den die alten Chemiker nach der Versammlung in unserer Schule bemerkt haben.
   etc.

   Or:
   T: Here are the students whom the old chemists noticed in our school after the meeting.
   L: Hier sind die Studenten, die die alten Chemiker nach der Versammlung in unserer Schule bemerkt haben.
   etc.

EXERCISE D-6

This exercise is designed to give the student practice with the three arrangements typical of conditional statements. The student can begin word order practice with the indicative forms given (absolute prediction), and then after having gained sufficient familiarity with the types of word order and with the exercise he can proceed to subjunctive forms (contrary-to-fact speculation).

A. T: If he receives it, he will read it. Use B, inverted order.
L: Bekommt er es, so wird er es verstehen. ("so" or "dann")
etc.

B. T: He will read it, if he receives it.
L: Er wird es verstehen, wenn er es bekommt.
etc.

C. T: If he received it, he would read it. Use A, with "wenn"
L: Wenn er es bekäme, würde er es lesen.
etc.

D. T: If he received it, he would read it. Use B, inverted order.
L: Bekäme er es, so würde er es lesen.
etc.

E. T: He would read it, if he received it.
L: Er würde es lesen, wenn er es bekäme.
etc.

F. T: If he had received it, he would have read it. Use A.
L: Wenn er es bekommen hätte, hätte er es gelesen.
etc.

G. T: If he had received it, he would have read it. Use B.
L: Hätte er es bekommen, so hätte er es gelesen.
etc.

H. T: He would have read it, if he had received it.
L: Er hätte es gelesen, wenn er es bekommen hätte.

If difficulty is encountered in introducing the subjunctive forms, then one clause at a time can be practiced:

I. T: If he had recieved it...
L: Wenn er es bekommen hätte...
etc.

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EXERCISE D-7

This exercise is designed to give the student experience with the two types of dependent infinitive constructions with the particle "zu," as well as with the two varieties of translation necessary. Some of these constructions have no introductory word; others have an introductory word such as

EXERCISE D-7 (Continued)

"um" or "ohne." Some of these constructions have an English translation with a similar structure involving the particle "to" and an infinitive; the English equivalents of others are based on the present participle.

D-7 as basic context; D-7a as overlay. Masking piece necessary.

A. T: Es ist schwer, es zu sehen. (Shown and Read.)
L: It is hard to see it.
T: Es ist schwer, es zu hören.
L: It is hard to hear it.
etc.

B. Teacher shows: Es ist schwer...
T: It is hard to see it.
L: Es ist schwer, es zu sehen.
etc.

D-7a as basic context; D-7 as overlay. Masking piece necessary.

C. T: Es ist schwer, es zu sehen. (Shown and Read.)
L: It is hard to see it.
T: Er hat versucht, es zu sehen.
L: He tried to see it.
etc.

D. Teacher shows: ...es zu sehen.
T: It is hard to see it.
L: Es ist schwer, es zu sehen.
...
T: He went without seeing it.
L: Er ging, ohne es zu sehen.
etc.

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EXERCISES V-1, V-2, V-3, V-4 AND V-5

These verb practice patterns can be used in many ways. The sample practices shown here are based on Exercise V-1. Usually German equivalents are requested; sometimes a German cue is used to elicit a German response and sometimes English equivalents are requested.

A. T: I notice it.
L: Ich bemerke es.
T: I am repeating it.
L: Ich wiederhole es.
etc.

Present tense, person and number.

B. T: She notices it.
L: Sie bemerkt es.
etc.

EXERCISES V-1, V-2, V-3, V-4 AND V-5 (Continued)

C. T: We notice it. L: Wir bemerken es. etc.	
D. T: They notice it. L: Sie bemerken es. etc.	
E. T: He noticed it. Simple Past. L: Er bemerkte es. etc.	Simple past tense.
F. T: He noticed it. Present Perfect. L: Er hat es bemerkt. etc.	Present perfect tense; "sein" and "haben."
G. T: He had noticed it. L: Er hatte es bemerkt. etc.	Past perfect tense; "sein" and "haben."
H. T: He will notice it. Or: He is going to notice it. L: Er wird es bemerken. etc.	Future tense.
I. T: He will have noticed it. L: Er wird es bemerkt haben. etc.	Future perfect tense; "sein" and "haben."
J. T: He is supposed to notice it. L: Er soll es bemerken. etc.	Modal auxiliaries.
K. T: Er will es bemerken. L: He wants to notice it. etc.	
L. T: He has wanted to notice it. L: Er hat es bemerken wollen. etc.	Double infinitives.
M. T: Er hat es bemerken dürfen. L: He has been permitted to notice it. etc.	
N. T: He notices it. L: Er bemerkt es. T: He noticed it. L: Er bemerkte es. T: He has noticed it. L: Er hat es bemerkt. T: He had noticed it. L: Er hatte es bemerkt. T: He will notice it. L: Er wird es bemerken. etc.	Tense synopses.

EXERCISES V-1, V-2, V-3, V-4 AND V-5 (Continued)

O. T: Is he noticing it?
L: Bemerkt er es?
etc.

Interrogative word order with various tenses.

P. T: Bemerkte er es?
L: Did he notice it?
etc.

Q. T: I know that he notices it.
L: Ich weiss, dass er es bemerkt.
etc.

Dependent word order with various tenses and modals.

R. T: He said he noticed it.
L: Er sagte, er bemerke es. Or:
Er sagte, dass er es bemerke.
etc.

Indirect statement constructions.

S. T: He said he had noticed it.
L: Er sagte, er habe es bemerkt. Or:
Er sagte, dass er es bemerkt habe.
etc.

T. T: He asked whether he had noticed it.
L: Er fragte, ob er es bemerkt habe. Or:
Er fragte, ob er es bemerkt hätte.
etc.

U. T: If only he had noticed it...
L: Wenn er es nur bemerkt hätte...
etc.

Contrary-to-fact subjunctive constructions.

V. T: He acted as if he had noticed it.
L: Er tat, als ob er es bemerkt hätte. Or:
Er tat, als hätte er es bemerkt.
etc.

W. T: He would have noticed it.
L: Er hätte es bemerkt.
etc.

X. T: He should have noticed it.
L: Er hätte es bemerken sollen.
etc.

Y. T: If he notices it...
L: Wenn er es bemerkt...
etc.

Absolute (indicative) conditions.

Z. T: Form the past participle:
L: bemerkt
L: wiederholt
L: geholt
L: gemeint
L: bestellt
etc.

Participle formation practice.

EXERCISE V-6

This exercise is arranged for the practice of passive constructions. Most of the verbs are transitive; there are a few verbs at the bottom of the transparency for practice of the impersonal construction with verbs which require a dative of person. The verbs are grouped as follows: weak in column 1, strong in column 2, in column 3: weak separable, strong separable, more weak, irregular weak. At first drill can proceed vertically, as the first two columns resemble in arrangement Exercises V-1 and V-2, with which the students will already be familiar. Later drill can proceed straight across the page before dropping to the next line. A masking piece is useful for these practices.

A. T: It is (being) noticed by him.
L: Es wird von ihm bemerkt.
etc.

B. T: It was (being) noticed by him.
L: Es wurde von ihm bemerkt.
etc.

C. T: It has been noticed by him. Or:
It was noticed by him.
L: Es ist von ihm bemerkt worden.
etc.

D. T: It had been noticed by him.
L: Es war von ihm bemerkt worden.
etc.

E. T: It will be noticed by him.
L: Es wird von ihm bemerkt werden.
etc.

F. T: It can be noticed by him.
L: Es kann von ihm bemerkt werden.
etc. and with other modals.

G. T: Is it being noticed by him?
L: Wird es von ihm bemerkt?
etc. and in other tenses.

H. T: I know that it is being noticed by him.
L: Ich weiss, dass es von ihm bemerkt wird.
etc. and especially in present perfect tense.

I. T: Es wird von ihm bemerkt.
L: Er bemerkt es. (Active equivalent.)
etc.

J. T: Er bemerkt es.
L: Es wird von ihm bemerkt. (Passive equivalent.)
etc.

K. T: Es wird bemerkt.
L: Man bemerkt es. (Active equivalent with "man.")
etc.

EXERCISE V-6 (Continued)

L. T: Man bemerkt es.
L: Es wird bemerkt.
etc.

M. T: It is being noticed by him.
L: Es wird von ihm bemerkt.
T: They are being noticed by him.
L: Sie werden von ihm bemerkt.
T: The books are being noticed by him.
L: Die Bücher werden von ihm bemerkt.
etc. with various nouns and pronouns, singular and plural.

N. T: It is being noticed by us.
L: Es wird von uns bemerkt.
T: It is being noticed by his brother.
L: Es wird von seinem Bruder bemerkt.
T: It is being noticed by the old man.
L: Es wird von dem alten Mann bemerkt.
etc. with various nouns and pronouns, singular and plural.

O. T: It would have been noticed by him.
L: Es wäre von ihm bemerkt worden.
etc.

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EXERCISE V-7

This exercise is designed to give the student familiarity with the meanings and forms of modal verbs and constructions.

V-7 as basic context; V-7a or other overlay. Masking piece needed.

A. T: Er kann das Haus finden. (Shown and Read.)
L: He can find the house.
T: Wir können das Haus finden.
L: We can find the house.
etc.

B. Teacher shows: ...das Haus finden.
T: He can find the house.
L: Er kann das Haus finden.
etc.

V-7a or other overlay as basic context; V-7 as overlay.
Masking piece needed.

C. T: Er kann das Haus finden.
L: He can find the house.
T: Er kann die Bücher lesen.
L: He can read the books.
etc.

D. Teacher shows: Er kann...
T: He can find the house.
L: Er kann das Haus finden.
etc.

COMBINED USE OF MATERIALS

The following combinations of visual aid materials are suggested for specific topics:

Topics	Panels	Transparencies
A. Grammatical cases.	P-1 - P-10	C-1 - C-6
B. Prepositional usage.	P-2, P-4, P-8, P-9	C-5, Some items on S-5, S-6
C. Verb tenses.	W-1 - W-4	V-1 - V-7, S-2 - S-6
D. Modal auxiliaries.	W-1 - W-4	V-1 - V-7, S-7, D-4, D-6, C-6
E. Passive voice.	W-1 - W-3	V-6, D-5
F. Indirect Statement.	W-1, W-3	V-1 - V-5, S-2 - S-6, C-5
G. Contrary-to-fact Subjunctive.	W-1 - W-3	V-1 - V-7, S-2, S-3, S-5, S-6, D-6
H. Inverted word order.	W-2, P-3	S-1, S-7, C-6
I. Separable prefixes.	W-1, W-3	S-2, S-5, S-6, V-4, V-5, V-6, D-7

An index correlating the demonstrations and exercises described in this section with the examples and diagrams in the following section will be found at the back of this handbook, page 115.

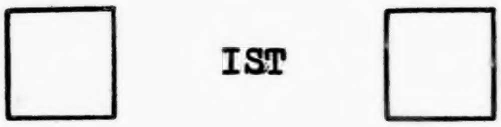
VI * Specific Examples and Diagrams of Visual Aid Materials

The examples and diagrams of the demonstration panels and overhead projector transparencies are arranged in the following order (cf. descriptive outlines, pp. 3ff.):

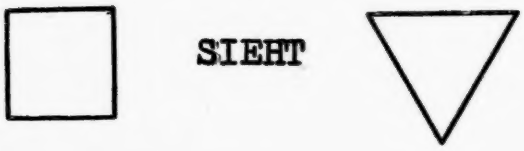
A. Panels P-1 - P-10. Page 74.
B. Panels R-1 - R-4. Page 75.
C. Panels W-1 - W-5. Page 76.
D. Transparencies S-1 - S-7. Pages 77ff.
E. Transparencies C-1 - C-7. Pages 84ff.
F. Transparencies D-1 - D-7. Pages 90ff.
G. Transparencies V-1 - V-7. Pages 101ff.
H. Transparencies OP-1, OP-2, OP-11, OP-13, OP-14. Pages 109ff.

Demonstration Panels - Basic Group: Exercises P-1 - P-10

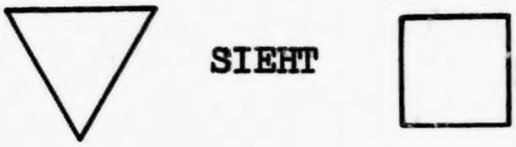
P-1:



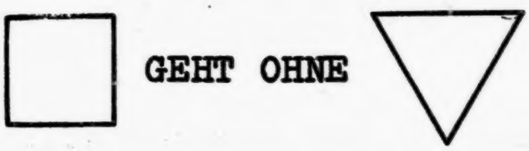
P-2:



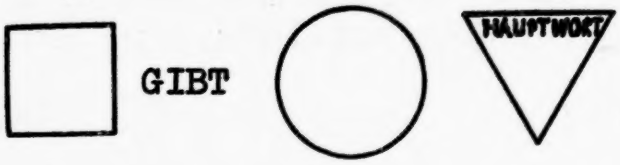
P-3:



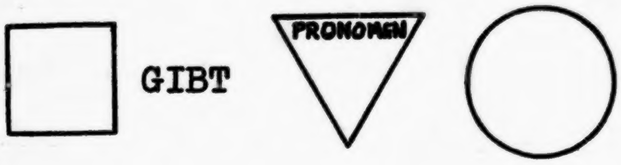
P-4:



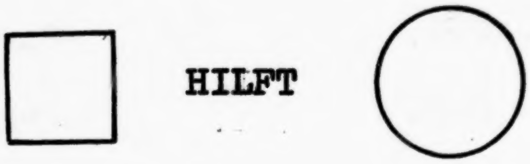
P-5:


GIBT
HAUPTWORT

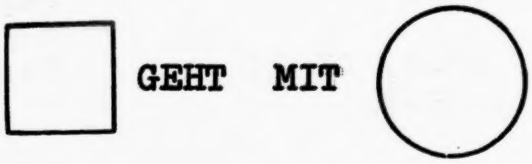
P-6:


GIBT
PRONOMEN

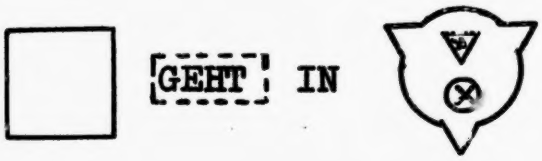
P-7:



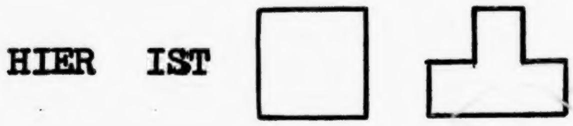
P-8:



P-9:

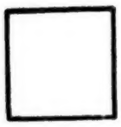


P-10:



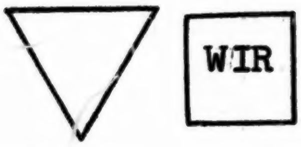
Demonstration Panels
Relative Clause Group:
Exercises R-1 - R-4

R-1:



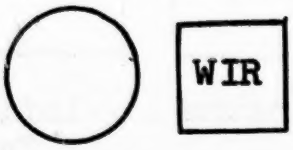
INTERESSANT IST

R-2:



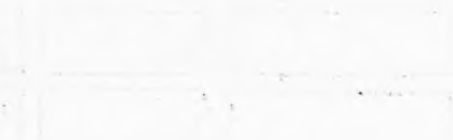
SCHON KENNEN

R-3:



GEDANKT HABEN

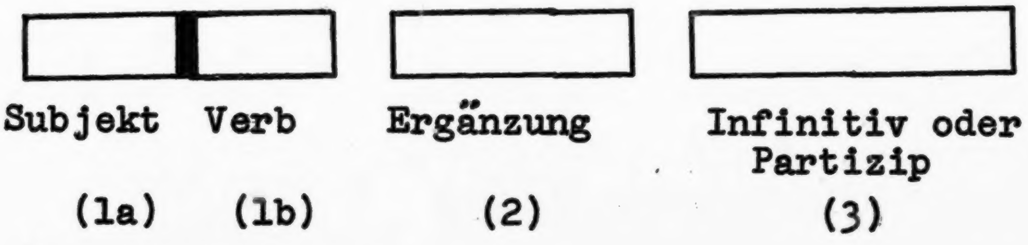
R-4:



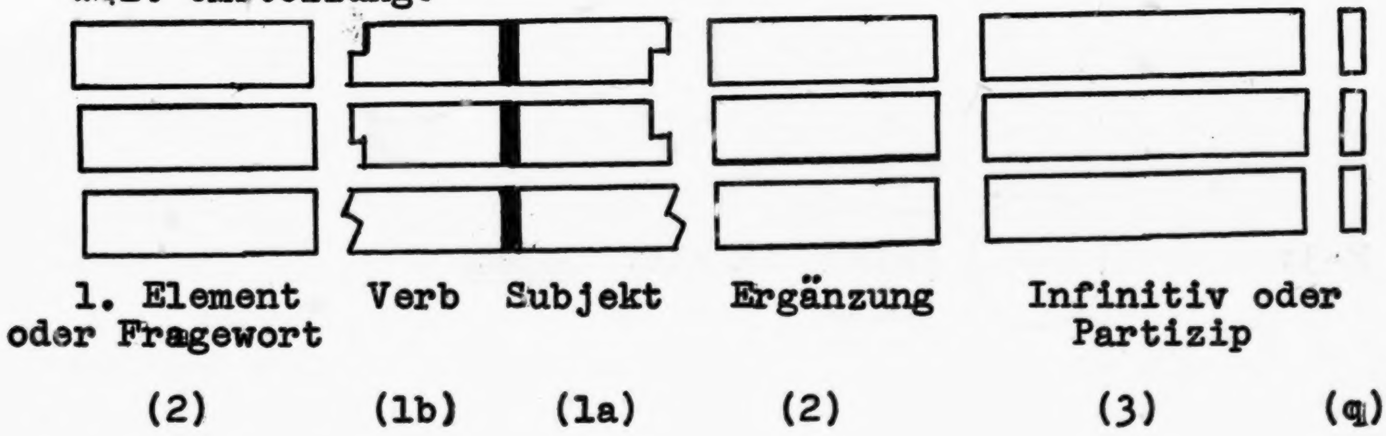
HABEN

Demonstration Panels Word Order and Subject-Verb Agreement Group: Exercises W-1 - W-5

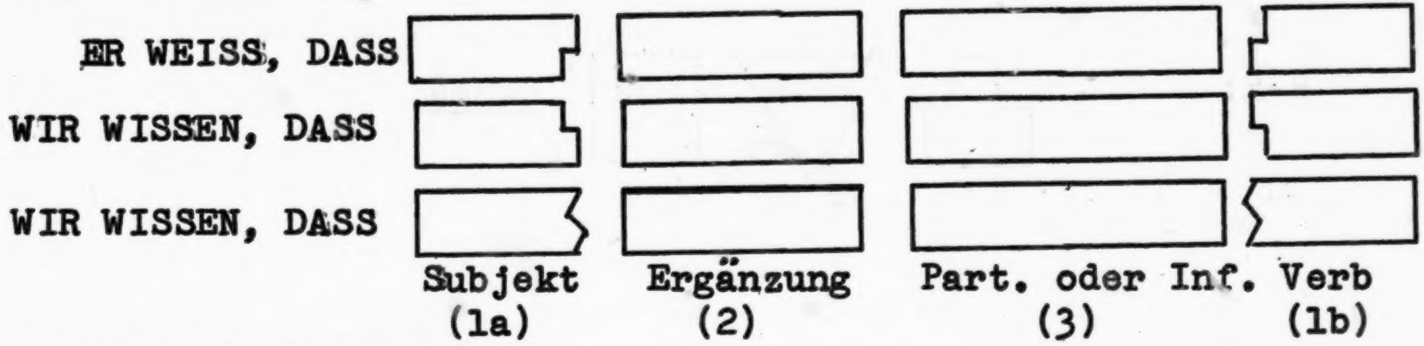
W-1: Grundstellung:


Subjekt
Verb
Ergänzung
Infinitiv oder Partizip
(1a)
(1b)
(2)
(3)

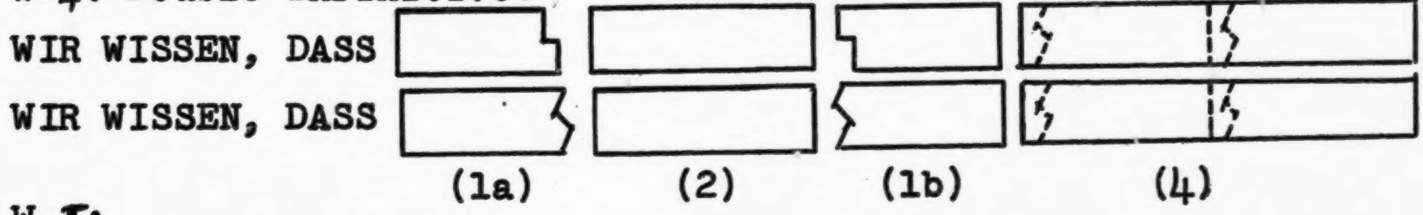
W-2: Umstellung:


1. Element oder Fragewort
Verb
Subjekt
Ergänzung
Infinitiv oder Partizip
(2)
(1b)
(1a)
(2)
(3)
(q)

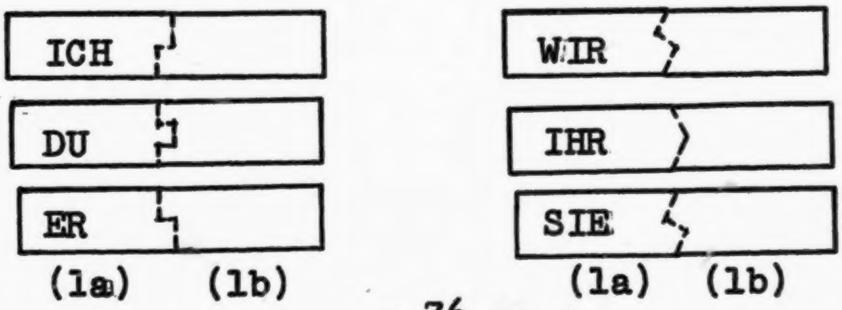
W-3: Endstellung:


ER WEISS, DASS
WIR WISSEN, DASS
WIR WISSEN, DASS
Subjekt
Ergänzung
Part. oder Inf.
Verb
(1a)
(2)
(3)
(1b)

W-4: Double Infinitive:


WIR WISSEN, DASS
WIR WISSEN, DASS
(1a)
(2)
(1b)
(4)

W-5:


ICH
DU
ER
WIR
IHR
SIE
(1a)
(1b)
(1a)
(1b)

(Solid lines show edge with margin; dotted lines show edge without any margin marking.)

Exercise S-1

1. Der Mann ist der Lehrer. **Nom/VERB/Nom**

2. Der Mann sieht den Lehrer. **Nom/VERB/Acc**
3. Der Mann sieht das Kind.
4. Der Mann sieht die Leute.
5. Der Mann sieht die Frau.

6. Der Lehrer sieht den Mann.
7. Der Lehrer sieht das Kind.
8. Der Lehrer sieht die Leute.
9. Der Lehrer sieht die Frau.

10. Die Frau sieht den Mann.
11. Die Frau sieht den Lehrer.
12. Die Frau sieht die Leute.
13. Die Frau sieht das Kind. **(Variable)**

14. Den Lehrer sieht der Mann. **Acc/VERB/Nom**
15. Das Kind sieht der Mann.
16. Die Leute sieht der Mann.
17. Die Frau sieht der Mann.

18. Den Mann sieht der Lehrer.
19. Das Kind sieht der Lehrer.
20. Die Leute sieht der Lehrer.
21. Die Frau sieht der Lehrer.

22. Den Mann sieht die Frau.
23. Den Lehrer sieht die Frau.
24. Die Leute sieht die Frau.

Exercise S-2

Adverbs and Separable Prefixes:

1. Er hilft uns oft.
2. Er schreibt es gerne.
3. Er braucht es sehr.
4. Er macht es gleich.
5. Er sucht es vorsichtig.
6. Er arbeitet ganz tüchtig.
7. Es geschieht immer hier.
8. Es fällt sehr schnell.

9. Er kühlt es ab.
10. Er nimmt es an.
11. Er sieht es an.
12. Er teilt es mit.
13. Er dreht es um.
14. Er schickt es zurück.
15. Er fängt spät an.
16. Er wacht früh auf.
17. Er kommt spät an.
18. Er schläft schnell ein.
19. Er kommt immer mit.
20. Er kommt immer zurück.

Exercise S-3

IDIOMS - Dative Constructions:

1. Sie dankt ihm. She thanks him.
2. Sie hilft ihm. She helps him.
3. Sie antwortet ihm. She answers him.
4. Es gehört ihm. It belongs to him.

5. Es gefällt ihm. He likes it.
6. Es gelingt ihm. He succeeds.
7. Das fehlt ihm. He lacks that.
8. Es tut ihm leid. He is sorry (about it).
9. Es fällt ihm ein. It occurs to him.
10. Es fällt ihm auf. It strikes him.

Exercise S-4

IDIOMS - Impersonal Constructions:

1. Er singt.
2. Er wartet.
3. Er zeigt es uns.
4. Er gibt es uns.

5. Es regnet.	It's raining.
6. Es schneit.	It's snowing.
7. Es klopft.	There's a knock.
8. Es friert.	It's cold.
9. Es kommt ein Mann.	There's a man coming.
10. Es genügt.	It's enough.
11. Es gibt so etwas.	There is such a thing.

Exercise S-5

IDIOMS - Reflexive Constructions:

1. Er sieht es.	He sees it.
2. Er sieht sich.	He sees himself.
3. Er bewegt es.	He is moving it.
4. Er dreht es um.	He is turning it around.
5. Er freut sich.	He is happy.
6. Er erholt sich.	He is recovering.
7. Er setzt sich.	He is sitting down. (taking a seat)
8. Er wundert sich.	He is surprised.
9. Er dreht sich um.	He is turning around.
10. Er ruht sich aus.	He is resting.
11. Er sieht sich um.	He is looking around.
12. Er wundert sich darüber.	He is surprised about it.
13. Er erinnert sich daran.	He remembers it.
14. Er freut sich darauf.	He is looking forward to it.
15. Er interessiert sich dafür.	He is interested in it.
16. Er gewöhnt sich daran.	He is getting used to it.
17. Er verliebt sich in Lise.	He is falling in love with Lise.
18. Er sieht sich danach um.	He is looking around for it.

Exercise S-6

IDIOMS - Reflexive Constructions:

1. Er sieht es.	He sees it.
2. Er sieht sich.	He sees himself.
3. Er bewegt es.	He is moving it.
4. Er dreht es um.	He is turning it around.
5. Er freut sich.	He is happy.
6. Er wundert sich.	He is surprised.
7. Er setzt sich.	He is sitting down. (taking a seat)
8. Er irrt sich.	He is making a mistake.
9. Er rasiert sich.	He is shaving.
10. Er entschliesst sich.	He is making up his mind. (deciding)
11. Er bewegt sich.	He is moving. (in motion)
12. Er bemüht sich.	He is making an effort.
13. Er dreht sich um.	He is turning around.
14. Er zieht sich an.	He is getting dressed.
15. Er zieht sich aus.	He is getting undressed.
16. Er regt sich auf.	He is getting excited.
17. Er stellt es sich vor.	He imagines it. (Dative reflexive)
18. Es befindet sich dort.	It is located there.
19. Er benimmt sich gut.	He is behaving well.
20. Es handelt sich darum.	It is a matter of that. (concerns)
21. Er interessiert sich dafür.	He is interested in that.
22. Er verlässt sich darauf.	He is relying on it.
23. Er beschäftigt sich damit.	He is occupied with it.
24. Er fürchtet sich davor.	He is afraid of it.

Exercise S-7

WORD ORDER:

Er geht jedesmal ins Haus.
Jedesmal geht er ins Haus.
Warum geht er jedesmal ins Haus?
Geht er jedesmal ins Haus?
Wir wissen, dass er jedesmal ins Haus geht.

1. Er liest heute ein Buch.
2. Sie schreiben jede Woche zwei Briefe.
3. Er versteht unsere Theorien nicht.
4. Sie fahren später in die Stadt.
5. Er kennt diese Leute nicht.
6. Sie können diese Wörter nicht verstehen.
7. Er muss drei Bücher lesen.
8. Sie hatten die Zeichen erklärt.
9. Er hatte eine lange Geschichte erzählt.
10. Sie waren um drei Uhr angekommen.
11. Der Wagen war von dem Arbeiter repariert worden.
12. Er wird die schönen Uhren zurückschicken.

Exercises C-1 and C-2

Personen:

________ liest. Nom.

Er sieht ________. Akk.

Er hilft ________. Dat.

Hier ist das Buch ________. Gen.

Dinge:

Hier ist ________. Nom.

Er meint ________. Akk.

Er spricht von ________. Dat.

Er fragt wegen ________. Gen.

Personen:	Dinge:
Wer...?	Was...?
Wen...?	Was...?
Wem...?	Wovon...?
Wessen...?	Warum...?

Adj.: gut, sehr alt, älter, ältest-,
zweit-, arbeitend-, verkauft-

Exercises C-3 and C-4

Personen:

________ lesen. Nom.

Er sieht ________. Akk.

Er hilft ________. Dat.

Hier sind die Bücher ________. Gen.

Dinge:

Hier sind ________. Nom.

Er meint ________. Akk.

Er spricht von ________. Dat.

Er fragt wegen ________. Gen.

Exercise C-5

1. Er geht mit _____. Dat.
2. Er geht ohne _____. Akk.
3. Er arbeitet für _____. Akk.
4. Er geht hinter _____. Akk.-2 ↗
5. Er wartet hinter _____. Dat.-2 ×
6. Er sitzt neben _____. Dat.-2 ×
7. Er kommt wegen _____. Gen.
8. Er steht vor _____. Dat.-2 ×
9. Er kommt statt _____. Gen.
10. Er wohnt bei _____. Dat.
11. Er geht zu _____. Dat.
12. Er ist gegen _____. Akk.
13. Er kommt von _____. Dat.
14. Er wartet auf _____. Akk.-1d.
15. Er schreibt über _____. Akk.-1d.

der Vater
die Mutter
das Kind
der Bruder
die Schwester
der Verkäufer
der Lehrer
die Lehrerin
der Mann
die Freundin
der Freund

das Fräulein
sein Bruder
unser Lehrer
ihr Kind
meine Schwester
unsere Lehrerin
die Kinder
die Lehrer
die Verkäufer
dieser Mensch
der Student

Exercise C-6

Objects:

1. _____ darf er sehen.

2. _____ wollen wir haben.

3. _____ haben wir gekauft.

1-3:

dieser Tisch
dieses Buch
die kleinere Lampe
das neue Heft
die alte Uhr
der ältere Baum
das schöne Bild
dieser Brief
ihre Bücher
diese Bäume

4-6:

dieser Lehrer
dieses Kind
die jüngere Kusine
der alte Mensch
die neue Lehrerin
dieser Student
der gute Verkäufer
das junge Mädchen
die alten Leute
seine Brüder
diese Lehrer

4. _____ darf er es geben.

5. _____ wollen wir es zeigen.

6. _____ müssen wir danken.

Exercise C-7

kommt jetzt.

ist schon hier.

wartet auf mich.

kenne ich.

habe ich gesehen.

habe ich hier.

bringt er jetzt.

kommen jetzt.

sind schon hier

warten auf mich.

Overlay C-7a

Der gute Mann
Der Gute
Der gute Wagen
Der gute

Der alte Mann
Der Alte
Der alte Wagen
Der alte

Der ältere Mann
Der Ältere
Der ältere Wagen
Der ältere

Ein alter Mann
Ein Alter
Ein alter Wagen
Ein alter

Ein guter Mann
Ein Guter
Ein guter Wagen
Ein guter

Exercise D-1

Relative Clauses:

1a.

Wo ist ____, ___ das Buch gelesen hat?

das Kind
der Mann
die Frau
das Mädchen
der Lehrer
der Verkäufer
die Lehrerin
der Herr (*)
die Kusine

1b.

Ich kenne ___, __ das Buch gelesen hat.

2a.

Wo ist ____, ___ er dort gesehen hat?
(sind)

das Kind	die Kinder
der Mann	die Männer
die Frau	die Frauen
das Mädchen	die Mädchen
der Lehrer	die Lehrer
der Verkäufer	die Verkäufer
die Lehrerin	die Lehrerinnen
der Herr	die Herren
die Kusine	die Leute

2b.

Ich kenne ___, __ er dort gesehen hat.

Exercise D-I (Cont'd)

3a.

Wo ist ____, ___ wir geholfen haben?
(sind)

das Kind	die Kinder
der Mann	die Männer
die Frau	die Frauen
das Mädchen	die Mädchen
der Lehrer	die Lehrer
der Verkäufer	die Verkäufer
die Lehrerin	die Lehrerinnen
der Herr	die Herren
die Kusine	die Leute

3b.

Ich kenne ___, __ wir geholfen haben.

4a.

Wo ist ____, ___ Buch wir gelesen haben?

das Kind
der Mann
die Frau
das Mädchen
der Lehrer
der Verkäufer
die Lehrerin
der Herr
die Kusine

4b.

Ich kenne ____, ___ Buch wir gelesen haben.

Exercise D-2

1. Wir meinen ___, __ Sie dort gesehen haben.
2. Wir meinen ___, __ Sie geholfen haben.
3. Wir meinen ___, __ Buch Sie noch haben.

der Mann
die Frau
das Kind
der Verkäufer
die Frauen
das Mädchen
die Lehrerin
die Männer
das Fräulein
die Kinder
der Vater
die Schwester
die Schwestern
der Student (*)
die Mädchen
die Brüder
die Väter
der Bruder
die Leute
der Lehrer

4. Wir meinen ___, __ noch dort war(en).

Exercise D-3

COordinating and SUBordinating Conjunctions:

Das kann sein, aber...
Er weiss viel, denn...
Das ist wahr, und...

1. er hat die anderen gesehen
2. er hat Chemie studiert
3. er hat damit gearbeitet
4. er hat davon gesprochen
5. er hat eine Entdeckung gemacht
6. er hat es versucht
7. er ist in die Stadt gefahren
8. er ist länger geblieben
9. er kann es erklären

Warum...?	Wir glauben ihm, weil...	a.
Warum...?	Das verstehen wir, da...	b.
Glauben...?	Wir glauben ihm nicht, obgleich..	
Wann...?	Er bekommt es, sobald...	d.
Wird...?	Er wird es wissen, wenn...	e.
Wann...?	Er bekommt es erst, nachdem...	f.
Geht...?	Er geht kaum, bis...	g.
Was...?	Wir wissen nicht, ob...	h.
Was...?	Wir wissen, dass...	i.
Was...?	Er sagt, dass...	j.
Was...?	Er sagte, dass... (+ Subj.)	k.
Weiss...?	Sie weiss, wann...	l.
Wie...?	Er tut, als ob...	m.

Exercise D-4

Relative Clauses and Dependent Word Order:

1. Hier ist der Student,
   der diese Bücher lesen _____.
2. Hier ist der Student,
   den der Professor sehen _____.
3. Hier ist der Student,
   den er nicht sehen _____.
4. Hier ist der Student,
   dem er das grosse Buch geben _____.
5. Hier ist der Student,
   mit dem er arbeiten _____.
6. Hier ist der Student,
   dessen Papiere er mitbringen _____.
7. Hier ist der Student,
   der Lehrer werden _____.
8. Hier ist der Student,
   dem er alles erklären _____.
9. Hier ist der Student,
   dem mein Freund helfen _____.

Formulas: werden + infinitive (future)
modals + infinitive

Overlay D-4a

kann

kann

kann

kann

kann

kann

kann

kann

kann

Exercise D-5

Relative Clauses and Dependent Word Order:

1. Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule __________ hat.

2. Hier ist der Student, den der alte Chemiker nach der Versammlung in unserer Schule __________ hatte.

3. Hier ist der Student, der von dem alten Chemiker nach der Versammlung in unserer Schule __________ worden ist.

4. Hier ist der Student, der von dem alten Chemiker nach der Versammlung in unserer Schule __________ worden war.

a. bemerkt
b. gesehen
c. gesucht
d. ausgewählt
e. gehört
f. erwartet

Overlay D-5a

bemerkt

bemerkt

bemerkt

bemerkt

Exercise D-6

Conditional Sentences:

A. Wenn er es liest, wird er es verstehen.
B. Liest er es, so wird er es verstehen.
C. Er wird es verstehen, wenn er es liest.

1. Wenn er es bekommt,
   wird er es lesen.

2. Wenn er sie fragt,
   wird sie es ihm erklären.

3. Wenn sie nach Hause gehen,
   werden sie es finden.

4. Wenn wir hier bleiben,
   werden wir nichts hören.

5. Wenn er es tun kann,
   wird es ihn freuen.

6. Wenn er arbeitet,
   wird er viel Geld verdienen.

7. Wenn er sofort anfängt,
   wird er bald fertig sein.

8. Wenn er sie wirklich sehen will,
   soll er einen Brief schreiben.

9. Wenn er es nicht bezahlen kann,
   wird er es zurückschicken.

Exercise D-7

Infinitives with zu:

1. Es ist schwer,

2. Er hat versucht,

3. Es ist ihm gelungen,

4. Er hat gehofft,

5. Er ging, um

6. Er blieb, um

7. Er ging, ohne

8. Er blieb, ohne

9. Er spielte, statt

10. Er sitzt da, statt

Overlay D-7a

es zu sehen.

es zu hören.

es zu finden.

etwas zu bauen.

alles mitzuteilen.

es mitzunehmen.

sofort anzufangen.

es ihnen zu zeigen.

es ihnen zu erklären.

es zu verstehen.

eine Antwort zu geben.

Exercise V-I

Weak Verbs:

Ich/er/wir ___ es.
- bemerken
- wiederholen
- holen
- meinen
- bestellen
- brauchen
- fragen
- kaufen
- machen
- schicken
- suchen
- wünschen
- bezahlen
- studieren
- sagen
- lernen

Ich/er/wir ___ ihn.
- grüssen
- warten auf

Ich/er/wir ___ es auf den Tisch.
- setzen
- legen
- stellen

Ich/er/wir ___ es ihm.
- zeigen

Ich/er/wir ___ ihm.
- antworten
- dienen
- glauben
- danken
- begegnen (sein)

Ich/er/wir ___ viel.
- arbeiten
- rechnen
- telefonieren
- reisen (sein)
- eilen (sein)
- spielen
- lachen

Es/sie ___ viel.
- kosten
- passieren

Ich/er/wir ___ hier.
- warten
- wohnen

Exercise V-2

Strong Verbs:

Ich/er/wir ___ es.

- leihen
- schreiben
- schreien
- verstehen
- finden
- nehmen
- sprechen
- treffen
- werfen
- essen
- geben
- lesen
- sehen
- bekommen
- schlagen
- fahren (haben)
- fangen

Ich/er/wir ___ ihn.

- verstehen
- finden
- rufen
- kennen (*)
- sprechen
- sehen
- schlagen
- fangen

Ich/er/wir ___ es ihm.

- geben
- nehmen
- leihen

Ich/er/wir ___ ihm.

- helfen
- gefallen

Exercise V-3

Strong Verbs:

Ich/er/wir ___ ins Wasser.

fallen (sein)
springen (sein)
gehen (sein)

Ich/er/wir ___ hier.

bleiben (sein)
stehen
sitzen
sein (sein)
denken (*)
liegen
lesen

Ich/er/wir ___ viel.

fliegen (sein)
schreiben
schwimmen (sein)
sprechen
essen
lesen
schlafen

Ich/er/wir ___ nach Hause.

kommen (sein)
gehen (sein)
fahren (sein)

Es/sie ___ grösser.

werden (sein)
sein (sein)
scheinen

Es/sie ___ oft.

geschehen (sein)
fliessen (sein)
schlagen

Exercise V-4

Verbs, Various Types:

Ich/er/wir ___ es.

beschreiben
bringen
ertragen
erwarten
fassen

öffnen
verderben
vorstellen
addieren
anfangen

berichten
bestellen
erfüllen
fortsetzen
erhalten

richten
verdienen
verhindern
versuchen
ändern

beginnen
einsetzen
fühlen
verlangen
verlieren

Ich/er/wir ___ es.

verwandeln
halten
komponieren
löschen
mitbringen

mitnehmen
parken
vorbereiten
abholen
ermöglichen

abkühlen
gewinnen
heben
schenken
drehen

entwickeln
erzählen
vergessen
verkaufen
zurückschicken

abladen
versichern
analysieren
beobachten
giessen

Exercise V-5

Verbs, Various Types:

Ich/er/wir ___ es.

verlassen
merken
annehmen
ansehen
beilegen

umdrehen
bauen
tun
retten
wissen

schliessen
ziehen
besuchen
singen
brechen

erklären
finden
lesen
verstehen
nehmen

sehen
hören
schreiben
anschliessen
versprechen

Ich/er/wir ___ hier.

sich erholen
ankommen (sein)
sich umdrehen
aufwachen (sein)
sich ausruhen
einschlafen (sein)
verschwinden (sein)
hereintreten (sein)
sich vorstellen

Ich/er/wir ___ viel.

träumen
pfeifen
laufen
steigen
nachdenken
rennen

Ich/er/wir ___ ihn.

begrüssen
einladen
überraschen
anrufen
unterbrechen
heilen

Es/sie ___ gut.

klingen
aussehen

Exercise V-6

Verbs - Passive Constructions:

Es ______ von ihm ______.
(Sie)

bemerken
wiederholen
holen
meinen
bestellen
brauchen
fragen
kaufen
machen
schicken
suchen
studieren
sagen
lernen
erwarten
öffnen
versichern
bauen
retten
besuchen
entwickeln
erzählen

schreiben
verstehen
finden
nehmen
treffen
werfen
essen
lesen
sehen
bekommen
schlagen
fangen
fahren
tun
giessen
schliessen
ziehen
verderben
brechen
vergessen
verlassen
ertragen

umdrehen
vorstellen
mitteilen
zurückschicken
abkühlen
anschliessen
annehmen
ansehen
abladen

beobachten
verkaufen
begrüssen
fassen
analysieren
drehen
erkennen
bringen

Ihm ______ von uns ______.
(Ihnen)

danken
glauben

helfen

dienen

Exercise V-7

Modal Auxiliaries:

das Haus finden
die Bücher lesen
die Briefe schreiben
die Theorie erklären
die Bilder ansehen
die Lieder hören
alles erzählen
es sehen und hören
das nicht wissen
das verstehen
unsrem Freund helfen
es den Leuten geben
das mitteilen
es beschreiben
leider mitkommen
sich erholen
den Wagen verkaufen
es zurückschicken
die Uhr mitbringen

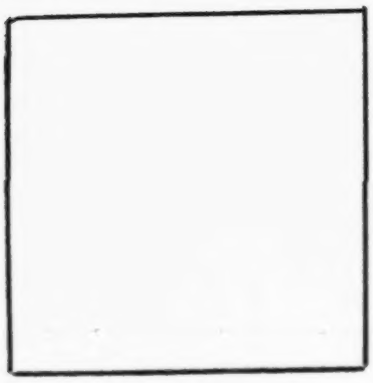
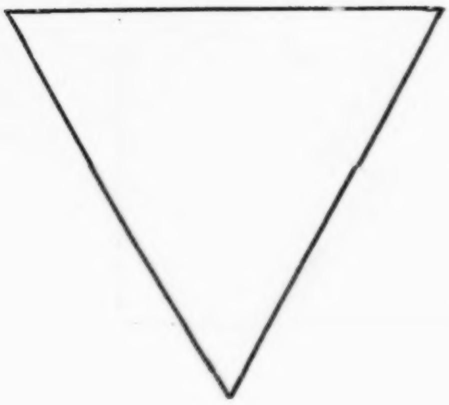
Overlay V-7a

Er kann .
Wir können .
Er konnte .
Wir konnten .
Kann er ?
Können wir ?
Konnte er ?
Konnten wir ?
Er hat können.
Wir haben können.
Er hatte können.
Wir hatten können.
Er wird können.
Wir werden können.
Hat er können?
Hatte er können?
Wird er können?
Er könnte .
Wir könnten .
Könnte er ?
Könnten wir ?
Er hätte können.
Wir hätten können.
Hätte er können!
Hätten wir können!

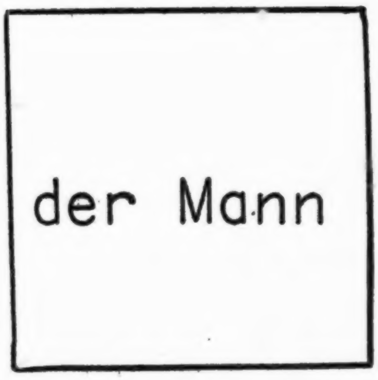
Exercise OP-I

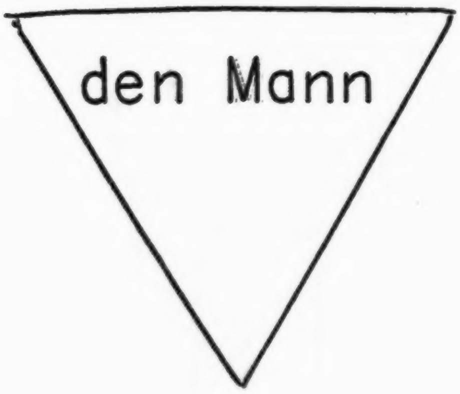
ist

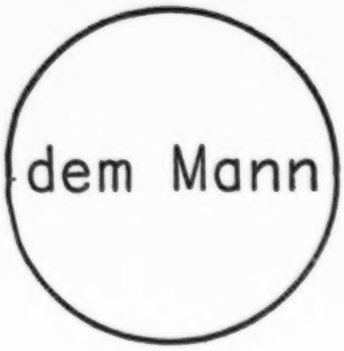
Exercise OP-2

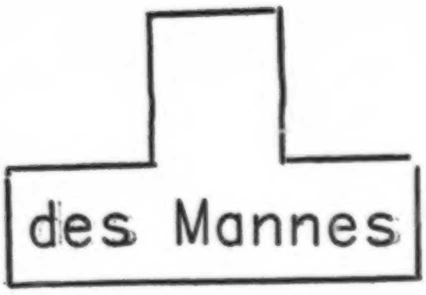
 sieht 

Overlay OP-II









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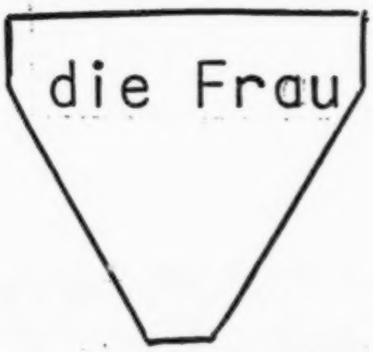

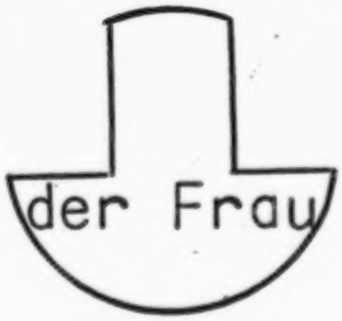

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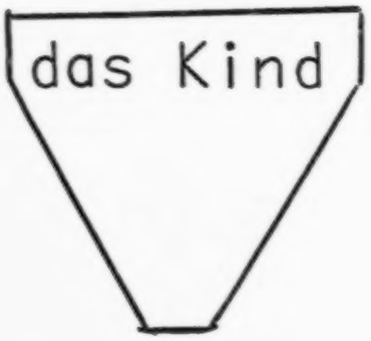

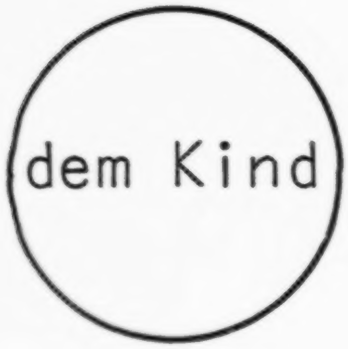

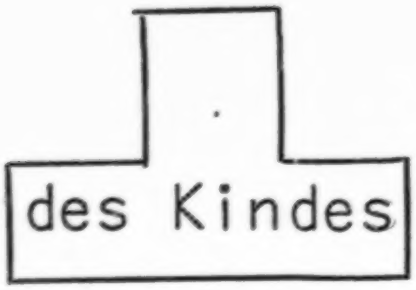

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AND SHAPES FOR DEMONSTATION PANELS:

Abbreviations:

N = Nominative
A = Accusative
D = Dative
G = Genitive
NA = Nom. and Acc.
DG = Dat. and Gen.

1a = Subject
1a-1s = 1st Person, Singular
1a-3s = 3rd Person, Singular
1a-pl = Plural, 1st or 3rd Person
1b = Finite Verb
1b-1s = 1st Person, Singular
1b-2s = 2nd Person, Singular
1b-3s = 3rd Person, Singular
1b-pl = Plural, 1st or 3rd Person
1b-2p = 2nd Person, Plural
1b-ps = Past Singular, 1st or 3rd Person
2 = Complement or First Element
3 = Participle, Dependent Infinitive, Separable Prefix
3f = Filler for 3 to be used with 1b-pl.
q = Question Mark

w = White (Present)   r = Red (Plural)
y = Yellow (Past or Neuter)   g = Green (Feminine)
v = Violet (Subjunctive)   b = Blue (Masculine)

Shapes: (Nouns and Pronouns)	N	A	D	G	NA	DG	Color
DER MANN (*)	N	A	D	G			Blue
SEIN FREUND	N	A	D	G			Blue
DER LEHRER	N	A	D	G			Blue
DIE FRAU (*)					NA	DG	Green
DAS KIND (*)			D	G	NA		Yellow
DAS BUCH			D	G	NA		Yellow
DIE LEUTE (*)			D	G	NA		Red
ER (Personal Pron.)	N	A	D				Blue
SIE			D		NA		Green
ES			D		NA		Yellow
SIE			D		NA		Red
DER LADEN		A	D				Blue
DIE STADT					NA	DG	Green
DAS HAUS			D		NA		Yellow
, DER (Rel. Pron.)	N	A	D	G			Blue
, DIE			D	G	NA		Green
, DAS			D	G	NA		Yellow
, DIE			D	G	NA		Red

Nouns marked (*) show characteristic endings on back as follows:

	N	A	D	G	NA	DG
DER MANN	-# -er	-en	-em	-s,+s		
DIE FRAU					-e	-er
DAS KIND			-em	-s,+s	-# -es	
DIE LEUTE			-en,+n	-er	-e	

Shapes: (Verbs)	1a-1s	1a-3s	1a-pl	1b-1s	1b-2s	1b-3s	1b-pl	1b-2p	1b-ps	2	3	3f
HABEN				w	wy	w	wyv	wy	yv		y	
SEIN				w	wy	w	wyv	wy	yv		wy	
WERDEN				w	wy	w	wyv	wy	yv		y	
KÖNNEN					wy		wyyv	wy	wyv		y	
ZEIGEN				w	wy	w	wy	wy	y		y	
VERSUCHEN				w	wy	w	wy	wy	y		y	
HELFEN				w	wy	w	wy	wy	y		y	
SEHEN				w	wy	w	wy	wy	y		y	
ANSEHEN											wy	w
GEHEN				w	wy	w	wy	wy	y		y	
BLEIBEN				w	wy	w	wy	wy	y		y	
ZU												w
blank												w
ICH	w											
DER MANN		b										
ER		b										
DIE FRAU		g										
SIE-f		g										
DAS KIND		y										
ES		y										
SIE (Plural)			r									
DIE LEUTE			r									
DIE KINDER			r									
WIR			w									
SIE (Anrede)			w									
INITIAL DEPENDENT CLAUSE										y		
WER, WEN, WEM, ES, ES NICHT, IHNEN, ES IHNEN, DORT, DORTHIN, SCHÖN, GESTERN, HEUTE, DANN, WARUM, WAS, WANN										16w		

INSERT PIECE SHAPES:

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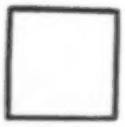

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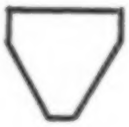

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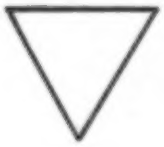

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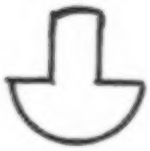

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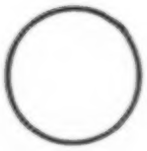

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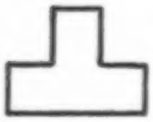

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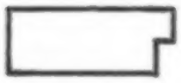

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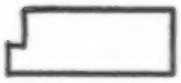

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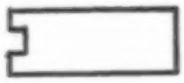

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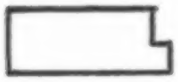

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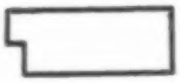

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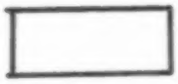

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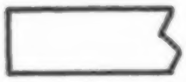

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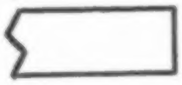

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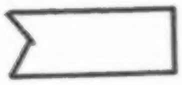

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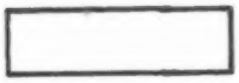

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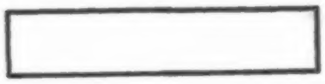

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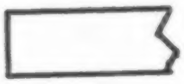

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